

*Manual on*  
FORMING  
AND  
MAINTAINING  
PEOPLE'S ORGANIZATIONS

*By*

**DR. A. A. MAC DONALD**

Director, Overseas Programmes, CII

*Revised and Reproduced*

*by*

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Consultant Training Officer, CHAI



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TITLE Manual on Forming  
and Maintaining people's  
Organisations

Borrowed on	Borrower's Name	Returned on
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**Community Health Cell**  
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Printed & Bound by: **THE CATHOLIC HEALTH ASSOCIATION OF INDIA**





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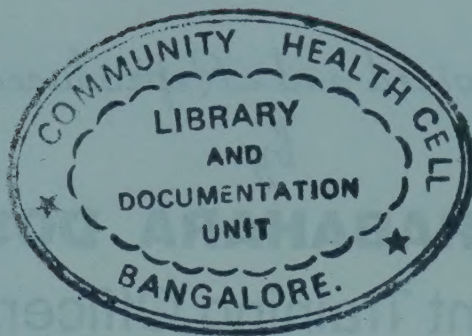


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# P R E F A C E

This Training Manual by Dr. A.A. Mac Donald is the outcome of years of use and revision. Based on this manual, various training programmes were conducted and I myself gone through such training session and have been practicing and training others in this country. This current manual has been revised and simplified so as to make it suit different kinds of trainees at all levels.

To save time, the important points in each chapter have been highlighted in bold face. By reading these points alone, one could get the core of the chapter to start working in groups. This will also serve a valuable individual reference book.

Similarly, some of the training methods and techniques mentioned in some of the chapters have been marked with the symbol '(\*\*)', and have been adequately illustrated at the end of that particular chapter.

To make the workshop more lively, a few simple games have been included, and to divide the groups in a lively manner for simple tasks, a separate page with 13 different methods has been recommended. To simplify field-study-methods etc., separate chapters have been added.

To summarize the whole manual, in terms of its content, from other's point of view, and to drive home the idea of the various personal tasks involved in people's organization, two chapters have been added as appendix 1 & 2.

To get the maximum out of this manual, it is highly recommended that you go through chapter by chapter in accomplishing the tasks given and cross-check with the examples given for right direction. Similarly, for trainers who train others, guidelines to direct the groups of participants have been given at the end of each chapter.

I sincerely hope that you could make fruitful use of this manual for your training programmes.

With best wishes,

*S. P. Doss*



## CHOOSING PARTNERS AND FORMING GROUPS

The following ways could be followed to form groups to break monotony of sessions :

1. Put either your left thumb or your right pinky in the air, and get together with one other person who's doing the same thing you are.
2. Put from zero to five fingers in the air and find one another partner so that when you add your fingers to that person's fingers you get an even number.
3. Check to see whether you're wearing a belt or not. Find one other partner who, like you, is or is not wearing a belt.
4. Find a partner who is wearing within two the same number of rings as you are.
5. Start hopping around on either your right foot or your left foot and find a partner who is hopping with the same foot you are.
6. Find a partner who has a different number of brothers and sisters than you do.
7. Find a partner who is wearing one item of clothing the same colour as you are.
8. Cry out the sound of an animal and go around to find a person imitating the same animal sound.
9. Imitate any gesture of an animal and go around the room to find out someone doing the same.
10. Look for a person whom you think is fresh and energetic to-day.

To form groups of more than five, the following ways could be followed.

1. Divide the groups according to geographical, regionwise if the problem to be addressed will differ from place to place.
2. Divide the groups with each group having atleast one from different region, language speaking etc., if mutual or universal learning is expected.
3. Write on the ground the names of different flowers, colours and the like in different circles and ask the participants to run and choose the circle. Specify the maximum number each circle can accomodate as per the size of the groups needed.

Source 'Curriculum Development in  
Human Relations' - S.P.DOSS  
P. 34



## Chapter I

# CONCEPTUAL FRAMEWORK OF THE MANUAL

### A. Introduction

**THE DEVELOPMENT GOAL** of this manual is to contribute to the integral development of disadvantaged peoples of less developed countries. Integral development is a multidimensional phenomenon involving five components which affect the disadvantaged directly or indirectly.

The first component of integral development to be achieved is **Growth in the Physical, Intellectual, Volitional and Moral Capabilities** of the disadvantaged as persons. Concretely, this implies acquisition of useful knowledge, social awareness, ability to make choices, physical security and self assurance.

The second but complementary component of integral development is **Empowerment of Disadvantaged Groups** through strengthening of their collective capacities. Concretely, this implies people's organizations characterized by solidarity, bona fide leadership and participatory decision-making.

The third component of integral development is the **Transformation of Social Institutions** in keeping with the principles of equity and social justice. Concretely, for the disadvantaged, this implies that institutions such as the education system, the economic system, and the health system should guarantee to the disadvantaged equitable, if not preferential, access to their benefits and opportunities. Without such transformation, all other development outcomes will be non-sustainable.

The fourth component of integral development is the **Enhancement of the Ecological Resource Base** upon which the disadvantaged depend for physical security and sustenance. Concretely, for both the urban and the rural poor, this means hygienic living conditions, productive and sustainable resources, and a secure physical environment.

The fifth component of integral development is **Dynamic Cultural Innovation** in the beliefs, values and norms which constitute the blueprint for a modern society and for the behaviour of its members. Concretely, for the disadvantaged, this implies that any traditional belief or practice which limits the physical, intellectual, volitional and/or moral growth of a person or any groups of persons is to be transformed or discarded.

This concept of development may appear as an unachievable ideal; nevertheless, without an integrated approach to development, it is unlikely that the individual components considered above will independently achieve any level of sustainability.

**THE DEVELOPMENT PURPOSE** of the manual can be expressed in terms of the second component of integral development noted above, namely, To strengthen the collective capacities of disadvantaged people through the formation and maintenance of organizations owned and controlled by them.

**THE SPECIFIC OBJECTIVES** of the manual are :

To develop change agent skills in methods of forming and maintaining people's organizations.

To develop change agent skills in methods of assessing and strengthening intermediary organizations.

To develop Trainer skills related to methods of forming and maintaining people's organizations, and methods of assessing and strengthening intermediary organizations.

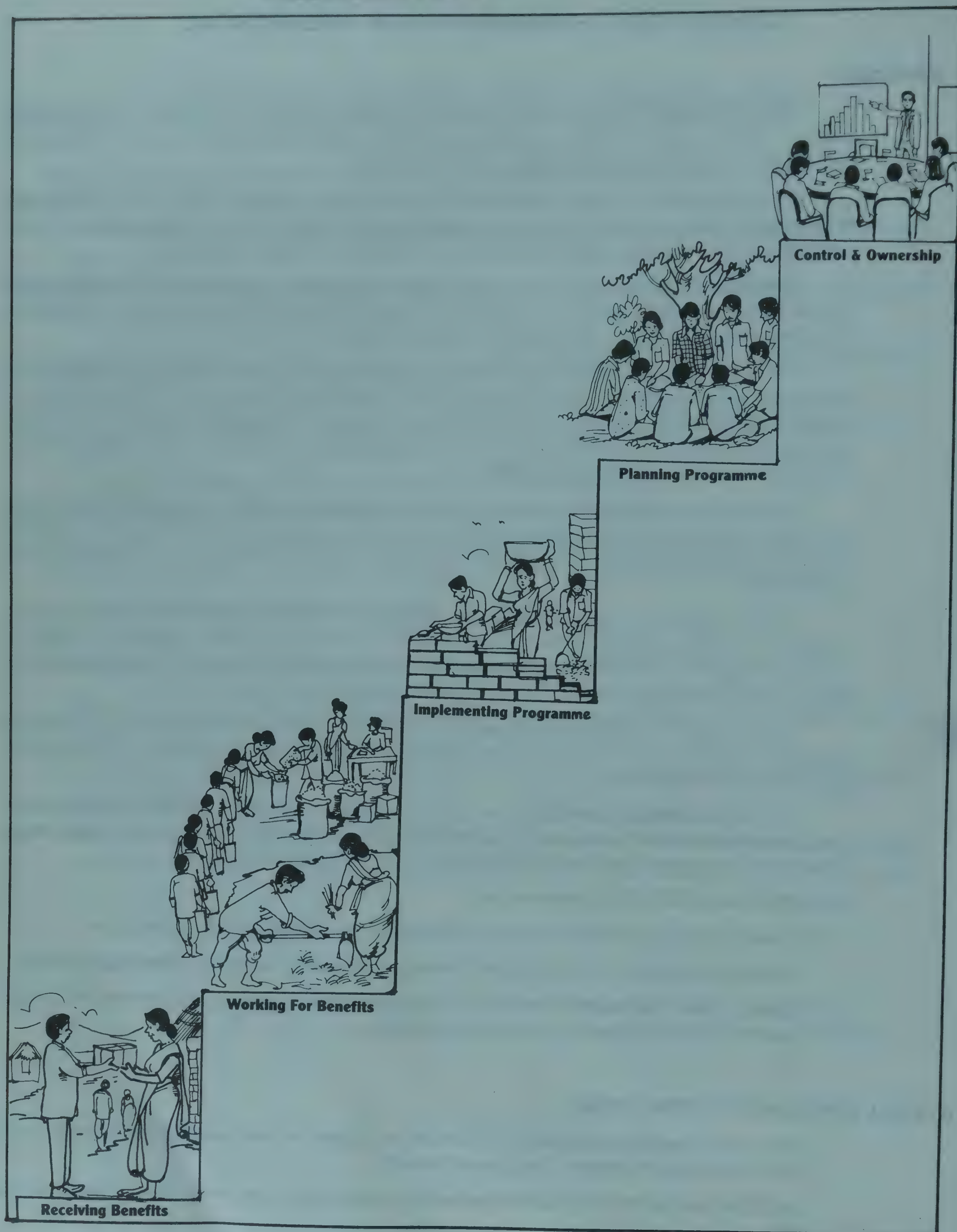
### B. PEOPLE'S PARTICIPATION IN DEVELOPMENT

The concept of people's participation in the development process has been developed and refined over the past four development decades. They were as follows:

**Pre 1960s** the extent to which disadvantaged people accepted programme benefits directly from an external donor.



# FIGURE 1 : EVOLUTION OF THE CONCEPT OF PEOPLE'S PARTICIPATION





**1960s** : in terms of labour input to implementing programmes planned for them by external donors.

**1970s** : the extent to which the disadvantaged shared in the planning of programmes intended for their welfare.

**1980s** : in terms of ownership and control of the development through people's organizations. (see Figure 1)

As the concept of people's participation has emerged, so has the terminology employed to denote the different applications of the concept in practice. Terms such as "people's participatory planning", "participatory research", "participatory evaluation" and "formation of people's organizations" have become well-used terms in the lexicon denoting the process of enabling disadvantaged people to participate as subjects in the development activities affecting their destiny. See Figure 2 for a pictorial representation of the concept.

## C. PEOPLE'S ORGANIZATION IN DEVELOPMENT

Here it is vital to know the difference between the Intermediary Organizations (IOs) and People's Organizations (POs).

**Intermediary Organizations:** are private and voluntary organizations owned and controlled by members who do not benefit directly from the organization's output. eg: NGOs, Church related and philanthropic organizations.

**People's Organizations** are owned and controlled by members who benefit directly from the organization's outputs. eg: co-operatives, labour unions, women's organizations etc.

**Note:** The underlying assumption of this manual is that IOs which work with the advantaged should do so through people's organizations.

Because of the importance of organizations in the conceptual framework of this manual, several organizational models are borrowed from the social sciences. These will be employed to improve our understanding of the structure and function of organizations in the development process.

Our final concept appears relevant to the relationship between Intermediary Organizations and People's Organizations. Tansik et al. (1988) propose that organizations pass through three life cycle phases - pre-organization formation, organization formation and organization maintenance. At each phase, organizational needs will differ. For People's Organizations at the pre-organization formation phase, the need will be for disadvantaged groups to analyze their problem situation, identify root causes of problems, and finally, choose to address manageable aspects of these priority problems. Presumably, the Intermediary Organization in its relationship with the PO will employ methods appropriate to these needs such as social analysis and force field analysis.

For People's Organizations at the organization formation phase, a new set of needs will emerge. Here, the need will be to formulate objectives, design an organization formation plan, and overcome obstacles to organization formation. In this case, the IO must employ action planning methods and change strategies which will enable the PO to overcome obstacles. Finally, at the organization maintenance phase, another set of needs will emerge. These will be defined in terms of needs for planning, organizing, coordinating and controlling skills. Here, the task of the IO will be to assist the PO partner to develop these skills.

## D. CONCEPTUAL OUTLINE OF THE MANUAL

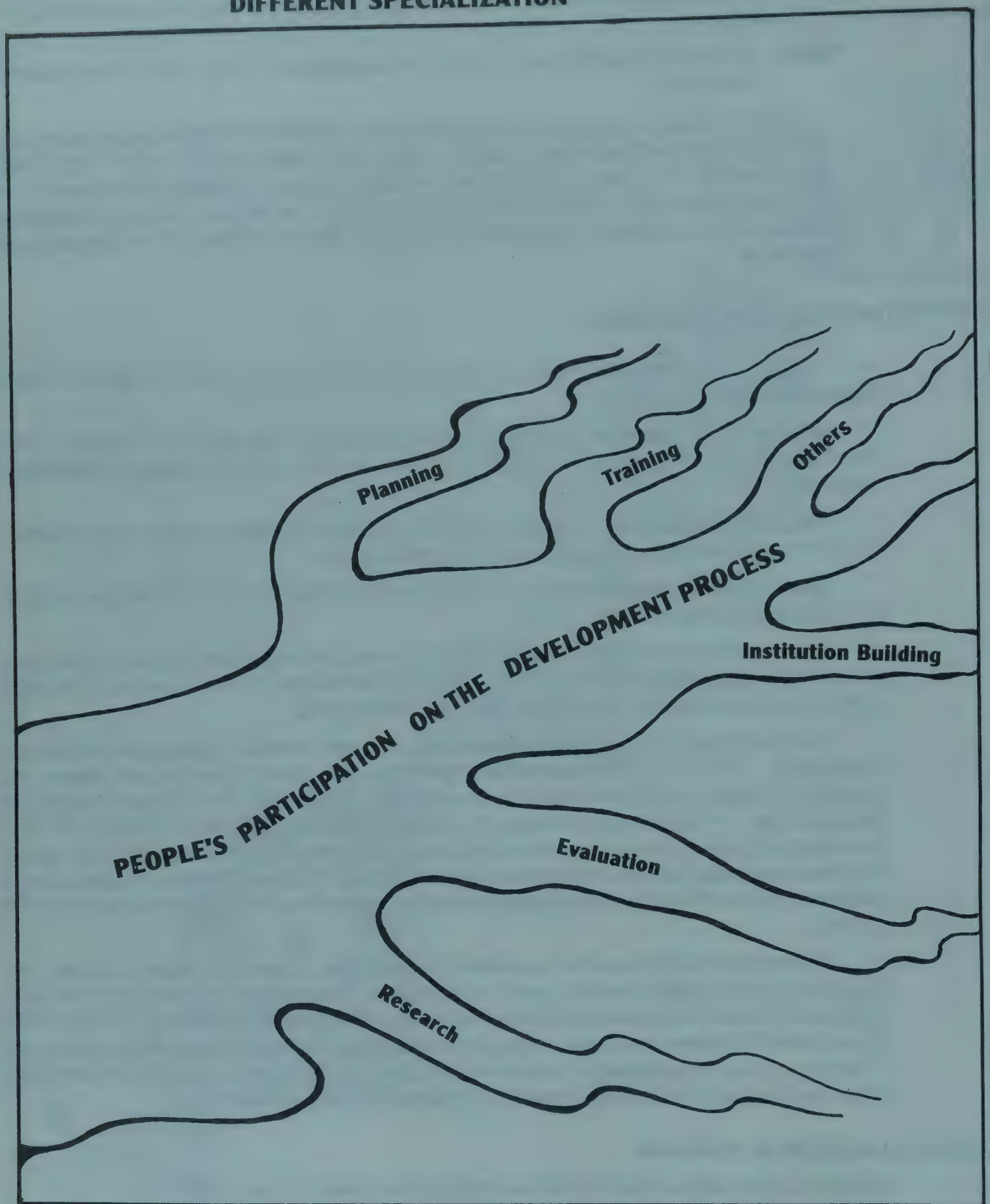
In keeping with the details above, the manual will highlight the following conceptual dimensions:

### 1. Life Cycles Phases of People's Organisations

- Pre-Organization Formation Methods (Chapter 3)
- Organization Formation Methods (Chapter 4)
- Organization Maintenance (Chapter 5)



**FIGURE 2 : PEOPLE'S PARTICIPATION IN DEVELOPMENT AND THE  
DIFFERENT SPECIALIZATION**





## 2. Assessment Design For I O Capabilities

- A set of organization indicators necessary for the assessment of IO capabilities. (Chapter 6)

## 3. A Method For Strengthening IO Capabilities

- Formulating organization vision and mission.
- Organization change strategy for I Os
- Communications method.
- Leadership mobility method
- Conflict resolution method
- Staff coordination method.



# TRAINING METHODOLOGY OF THE MANUAL

## INTRODUCTORY NOTE

Although this manual was originally designed as a field manual for use at the grassroots level, it has come to be used more and more as a training manual. The original content of the manual was organized in terms of tasks. Each task was presented in terms of rationale, objectives and field guidelines. As the manual came to be used as a training instrument, it became necessary to add training guidelines related to each task. Therefore, for the present edition, each task includes, as well, a set of training guidelines. Moreover, it was considered necessary to include additional general guidelines for the planning and organization of training workshops. These guidelines are summarized from the Coady Institute's manual: **TRAINING OF TRAINERS FOR INTEGRAL DEVELOPMENT**. The guidelines are presented in three subsets of guidelines - Pre-Workshop Planning, and Workshop Initiation and workshop learning methods.

## A. PRE-WORKSHOP PLANNING GUIDELINES

Pre-workshop planning involves a minimum of four essential activities:

1. Identifying the training constituency and its training need.
2. Planning workshop objectives and workshop content.
3. Selection of candidates.
4. Planning administrative aspects of the workshop.

### A1. IDENTIFYING THE TRAINING CONSTITUENCY AND ITS TRAINING NEEDS

This pre-workshop planning activity involves the establishment of a planning/training team. The team will conduct a rapid appraisal of the target area identifying major issues/problems, the groups/people affected, and the people who can possibly improve the situation given access to appropriate training.

### A2. PLANNING WORKSHOP OBJECTIVES AND CONTENT.

This activity requires the team, with the assistance of selected target group leaders, to define the training needs, to formulate training objectives, and to plan the learning content.

### A3. SELECTION OF CANDIDATES

Given a clear definition of training needs, objectives and content, the team can decide which groups of people and/or organizations can or will sponsor or propose candidates for training. Training information can be sent to these constituencies or they can be contacted directly.

### A4. PLANNING ADMINISTRATIVE ASPECTS

This aspect involves a plethora of provisions for the effective implementation of the workshop including:

- arrangements for training facilities, materials, equipment, lodging and transport.
- development of the workshop schedule, time plan, workshop learning process, monitoring and evaluation.
- arrangements for inaugural ceremonies.

## B. WORKSHOP INITIATION

This phase will involve a series of activities necessary for initiating the workshop.

- Facilitating the inaugural ceremonies which may involve civil formalities and religious rituals.



- Conducting a get-acquainted exercise with the participants.
- Establishment of a Steering Committee consisting of the coordinator (appointed by the implementing organization), the Facilitator(s), and one or more resource persons.
- Negotiating with candidates agreement on administrative aspects of the workshop. The responsibility of the Coordinator.
- Negotiating with the candidates agreement on workshop objectives, schedule of content, and organization of workshop process (see below). Responsibility of the Facilitator.

## B2. ESTABLISH DAILY MANAGEMENT EVALUATION TEAMS (MET)

The daily management **team consists** of a **Chair, Recorder and Evaluator**. These are elected daily by the participants. The Chair assumes responsibility for conducting the daily proceedings including opening the sessions, assisting the Facilitator to mobilize the workshop exercises, arranging the plenary reporting sessions, and overseeing preparation of a daily report on proceedings. This report is prepared at the end of each day and presented on the following morning at the beginning of the proceedings. The Recorder maintains a record of the main ideas and findings of the day and includes them in the daily report. Finally, the Evaluator the conduct of the workshop proceedings by observing any failures to realize expected workshop outcomes. These are also include in the team report. All workshop participants must share in the responsibilities of the daily management team.

## B3. ESTABLISH PARTICIPANTS' WORKGROUPS

Workshop participants are normally organized into permanent workgroups of 6-7 persons. These workgroups will, as a rule, adopt an appropriate case problem at the beginning of the workshop. This case problem will be used for problem solving exercises throughout the workshop. Workgroups are required to appoint a **chair** and a **reporter** for each exercise on a rotation basis. Workgroups must not only solve the case problem but also present concise reports (usually written on newsprint) to plenary session of the workshop.

## B4. PLAN TERMINAL EVALUATION METHODS

As noted under Daily Management Evaluation Team, workshop monitoring is conducted by the team Evaluator. Terminal evaluation is usually conducted through the administration of a structured questionnaire and through open-end discussion among the participants at the end of the workshop. The questionnaire will focus on perception of the relevancy of the learning content, the adequacy of the workshop method, most useful learnings and recommendations for future workshops.

## C. WORKSHOP LEARNING METHOD

Workshop **training content** can **focus** on three dimensions of teaching - **transmitting knowledge, generating awareness** and **developing skills** related to particular development practices. For each of these content areas, the teaching method can be different. The transmission of knowledge, technical or other, may be more effectively achieved through traditional methods such as lecturing, demonstration or programmed learning methods. The generation of awareness on issues or problems is more effectively achieved through self or groups discovery methods such as small group discussion, socio-drama, social analysis and structured experiences. Finally, the development of skills in technical areas calls for practice opportunities. Practice opportunities are provided primarily through problem solving exercises - individual or group.

The tasks in the present manual focus primarily on skill development methodologies, e.g., rapid appraisal, social analysis, force field analysis, etc.; consequently, the manual favours exercises which provide practice in the use of particular methods.



## Chapter III

### PRE-ORGANIZATION FORMATION METHODS FOR POs

According to the conceptual framework employed in this manual, organizations pass through three life-cycle phases in their growth and development - pre-organization formation, organization formation and organization maintenance.

The pre-organization methods which an intermediary can employ in working with POs include the following tasks.

- Legitimizing the entry of the IO to the problem areas.
- Identifying the disadvantaged target group of people.
- Enabling the target group to understand its problem situation.
- Enabling the target group to select a priority problem.
- Enabling a target group to focus on manageable problem.

Legitimizing the entry of the problem area recognizes the need to take account of the attitudes of established leaders in the community, organization or group. It recognizes that these attitudes can be either positive, neutral or negative. This can be achieved through constructing community profiles.

Identifying the target group emphasizes the need to correctly identify the target groups at risk and avoid working with relatively advantaged groups. This can be facilitated through use of a rapid appraisal method.

Enabling the target group to understand its situation does not assume that the target group is ignorant of its problem situation. It assumes that its grasp of the problem can be enhanced by further social analysis. This can be achieved through methods of social analysis.

Ability to select priority problems is essential to the problem-solving process in which the target group must engage. This can be achieved through a priority ranking method.

Finally, enabling the target group to choose manageable problems for problem solving is fundamental to participatory problem solving. This can be achieved through a **force-field analysis method**.



## **LEGITIMIZING THE IO IN THE PROBLEM AREA**

### **Rationale**

The unquestioned entry of an Intermediary Organization into the affairs of a community, organization or group of people cannot be taken for granted. This is particularly true for IOs which have not been active in an area and are unknown to the local people. In many countries, concern for security by authorities extends down into the local communities. Whether justified or not, officials or even vested interests can jeopardize the work of the IO by generating suspicions, non-cooperation and even conflict among people of the area in question. The best guarantee against such an eventuality is a type of diplomacy through which area officials and influentials are apprised by the IO of its intended entry to the problem area.

### **Objectives**

To legitimize the entry of an intermediary organization to a problem area.

To increase among workshop trainees skills in methods of legitimizing entry of an IO to a problem area.

### **Field Guidelines**

1. Before initiating an action in a problem area, the IO should identify the persons, groups or organizations which have power to prevent, frustrate or facilitate the effective working of the IO in the area.
2. If it is anticipated that the so-called legitimizer will probably be supportive and cooperative, the IO should initiate a negotiative process in which objectives and expectations are agreed upon. This will be important in the case of local officials and formal leaders.
3. If it is anticipated that the so-called legitimizers will be neutral respecting the entry of the IO to the problem area, it will still be safer to obtain some public and explicit acceptance of the IO's intended role.
4. If it is anticipated that the so-called legitimizers will be negative initially or that they will become negative as the IO threatens the status quo, the IO must, at least, apprise the legitimizers of its proposed entry to the area. Here it will be useful for the IO to demonstrate that it has the support of some higher official or organization.
5. If the intermediary organization has a specific mandate, e.g., promoting literacy, income generation or primary health care, it may use this mandate to legitimize entry to a problem area even although the IO may have a broader agenda.
6. Normally, responsibility for the legitimization task should be undertaken by senior executive of the IO.
7. Ideally, the outcome of the legitimization process should be a formalized agreement between the IO and formal leaders of the community.

### **TRAINING METHOD**

The Workshop Facilitator can arrange the following learning situation in order to develop legitimizing skills among trainees.

1. Explain to the trainees that any intervention by an external agent in the affairs of a community or organization will require preparatory work. The ground work is referred to as the legitimizing process.
2. Organize the trainees in workgroups of 5 - 8 persons. Instruct each workgroup to assume the role of an intermediary organization which is getting ready to enter a problem area.



3. Instruct each workgroup to select a community or group of people as its target constituency. At least, one member of the workgroup should be familiar with the target constituency selected. Each workgroup can assume that it is mandated to work in this community by some higher authority.
4. Instruct each workgroup to construct a leadership profile (formal and informal) of the target constituency. This profile should include leaders of churches, informal religious groups, traditional groups, economic, political and vested interested groups.
5. Instruct each workgroup to select out leaders which might be negative to the entry of the IO to the community. Then each group should devise a method for dealing with these leaders. This method might involve informal visits to these leaders in the company of an official. It can also involve a meeting to which all citizens are invited. Explanation of the IO's intention is provided. Leaders are asked for their opinions.
6. Each workgroup should record on newsprint a leadership profile of its target constituency, designation of the leaders expected to be positive and negative, and the method by which leaders will be influenced to legitimize the entry of the IO. This will require that each workgroup organize itself with a chair and recorder.
7. Each workgroup will make its presentation in plenary session. Here it will be assessed for adequacy.

## WORKGROUP OUTPUT

COMMUNITY LEADERSHIP PROFILE		
Leaders	Attitudes	Approach
Local Priest	If positive	Visit/Ask support
Traditional leader	If negative	Visit with public official
Local Official	If negative	Invite to public meeting

## Time frame

Facilitator's explanation	15 minutes
Workgroup exercise	45 "
Workgroup reports to plenary	30 " (@ Workgroup)

## Materials

Notebooks, newsprint, markers and posting location



## IDENTIFYING TARGET CONSTITUENCIES AND THEIR LEVEL OF ORGANIZATION

### Rationale

Many development programmes have failed badly because their intended target constituency or reference group was not correctly identified. Too often, the programme benefits were claimed by the more advantaged people leaving the poorer people relatively worse off. Towards the end of the 1970s, intermediary organizations began to target their programmes more precisely towards disadvantaged groups such as the landless rural dwellers, agricultural labourers, tribals, unemployed youth and unorganized workers. It was only in the 1980s that women came to be recognized as a disadvantaged group of people primarily because of gender differences. The need to be more precise with respect to identification of the disadvantaged and their organizational status created the demand for more effective research methods. In this manual, the Rapid Appraisal method (Chambers, 1988) is modified for this purpose.

### Objective

To identify disadvantaged target constituencies of reference groups and their organizational status.

To increase among trainees skills in methods of identifying disadvantaged group and their organizational status.

### Field Guidelines

The Rapid Appraisal method employed here consists of data gathering methods which can be quickly administered to obtain a preliminary but valid identification of disadvantaged groups. This method is not appropriate for in-depth analysis or so-called conscientization of the disadvantaged. It simply sets the groundwork for more advanced study and analysis. The following guidelines can be used to plan and implement a rapid appraisal of an area for the purpose of identifying a disadvantaged group of people.

1. The intermediary Organization must first identify the general geographic area, population or organization where problem solving is to be carried out.
2. The IO must then establish a small and mobile research team which will carry out the preliminary data gathering through the rapid appraisal method. The team should include a cross section of expertise appropriate to the needs of the area. Women should be represented on this team. There should be not more than 5 - 6 persons on each team.
3. If the area of **population to be surveyed is large**, data gathering can be made more manageable by using some kind of \* **sampling procedure**. It is possible to use a **grid system(\*\*)** which can be superimposed on a map of the geographic area. A sample of the grid blocks can be selected. The search for the disadvantaged can be conducted within the selected blocks. In any event, development of a map of the area can be useful to identify important ecological features, isolated population groups and another important features of the area. Even with technically sophisticated sampling and survey methods it is possible to overlook isolated or distinctly disadvantaged groups; therefore, it is important for the researchers to employ common sense or even intuition in the search for the disadvantaged.
4. The IO should set a **limited timeframe** for this preliminary research. Precious time will be more effectively used at subsequent phases of the process.
5. To provide an initial focus for this preliminary research, the team can choose 6 - 7 population or area characteristics (also called variables) which are known from previous research or experience to be indicative



of human, institutional and/or ecological disadvantage. These characteristics or indicators might include landlessness, tribal status, female gender, unemployment, slum residence or unorganized agricultural labour. Where these characteristics are present, it is highly probable that there will be disadvantaged people also present.

6. Which are the sources of information or data on these characteristics? They include the following:
  - reports produced by government agencies or private organizations.
  - key informants living in the area and familiar with it.
  - informal groups and gatherings.
  - the physical situation and observable behaviour.
7. The methods for collecting information or data from these sources can include the following:
  - checklist forms for recording information obtained from reports.
  - informal interview forms.
  - observation forms to record physical conditions and behaviour.
  - methods for tracing historical information.

(See Exhibits 1 - 5 for alternative data collection forms)
8. When the survey team has identified the disadvantaged people in a preliminary manner, they can focus in on them more selectively. This can constitute a second round of more intensive data collection in which the team can confirm which people are most adversely affected by such variables as malnutrition, lack of access to institutional services, lack of organization, or gender discrimination.
9. The research team when it collects the information should organize it in such a manner that it clearly identifies the disadvantaged group.
10. In summary, for the rapid appraisal methodology, it may be best for the research team to begin the research with a type of scanning operation focusing on the characteristics indicative of disadvantage and tentatively identifying the disadvantaged peoples. This can be followed up by a second round of data collection which will obtain more specific information on the groups in question. As the data gathering becomes more focussed, it might be advisable to involve local leaders in the process.

\*\* Draw the map of the area and draw over them small squares of equal size and number them and on random basis select the squares or based on geographical differences like mountains, fertile, unfertile, etc. select squares from each such locality.

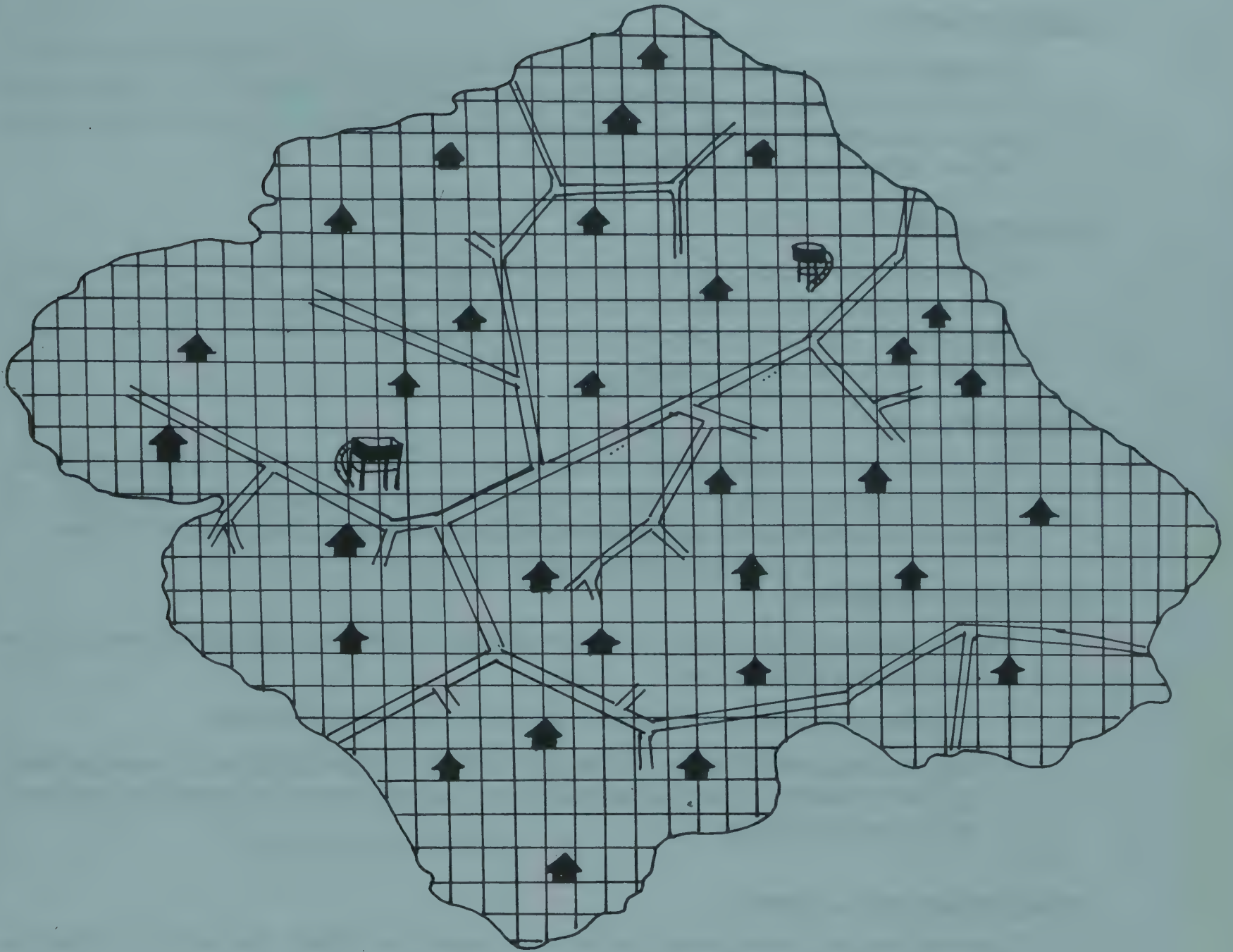
## TRAINING GUIDELINES

The Workshop Facilitator can arrange the following learning situation in order to increase rapid appraisal skills among trainees.

1. Instruct the workgroups to take on the role of an intermediary organization which must correctly identify the disadvantaged people of a particular area.
2. Instruct the workgroups to make the following decisions.
  - Who will make the decision to implement the rapid appraisal task.
  - What will be the objectives of this preliminary research.
  - Who will be responsible for appointing the survey team.
  - To whom will the survey team report.
3. Instruct the workgroups that they must now take on the role of the survey team. The survey team must now make the following methodological decisions:
  - Select 5-6 characteristics indicative of disadvantage in this region. (See Field Guidelines above)



# GRID Mapping





- Determine the sources from which data can be collected (See Field Guidelines above).
- Identify the methods which can be used to collect the data. These might include any following type : (See Exhibits 1 - 5)

## **OBSERVATION FORM**

The observation form consists of a set of descriptive categories which classify physical conditions of land, housing, clothing, hygienic conditions, skin texture and physical behaviour. The researcher observes physical realities and fits them into these pre-arranged categories. For instance, how often does skin rash appear among the target population.

## **INTERVIEW FORM**

The interview form consists of a set of questions which can be addressed to key informants in order to obtain preliminary data on health conditions, community leadership, agricultural production and/or discrimination. The questions can call for limited response range, e.g. yes or no, they can call for an open-end or unlimited response range.

## **DISCUSSION GUIDE**

The discussion guide consists of a set of questions which will generate discussion within a small group respecting community conditions, people affected by particular problems and cultural problems. The discussion will produce useful information on conditions contributing to disadvantage in the area.

## **HISTORICAL TRACE METHOD**

The historical trace method consists of identifying a problem and then helping people to trace back the evolution or origins of the problem.

4. The research team will have to plan the scope of the survey and the timeframe.
5. When the data gathering is completed, the survey team must prepare a report on the major problems/ constraints identified, the people affected and their organization status. The report is then presented to IO authorities for action.

## **WORKGROUP OUTPUT -EXAMPLE**

Each workgroup will present a report related to its chosen case problem. The report should be presented on newsprint in plenary session of the workshop\*

As an example, the report should provide the following information:

- designation of the target area.
- survey methods employed.
- major problems/constraints identified.
- people most affected by the problems - 2000 Female Entrepreneurs with Low Earned Income.
- ninety percent of women own no property independently of spouses.
- Ninety-five percent of women belong to no organization.
- Sixty percent of children under 5 years suffer from malnutrition.

### **Time frame**

Facilitator's Explanation	15 minutes
Workgroup problem solving	60 minutes
Plenary reports (total)	45 minutes

### **Materials**

Newsprint, markers, sample data forms.



## Exhibit 1

### INTERVIEW FORM

A. DATA SOURCE : KEY INFORMANTS

B. SUBJECT VARIABLE : LITERACY LEVEL

C. DATA QUESTIONS :

1. What is the level of literacy among adult females (16 yrs +) in this area ?

25%      35%      45%      55%      65%      75%+

2. What is the literacy level among adult males in this area?

25%      35%      45%      55%      65%      75%+

3. What are the causes of illiteracy among adult females?

4. What are the consequences of female illiteracy in this area ?

5. Are women in this area interested in a literacy program?

Yes      No      Don't know

6. Any additional comments?



## Exhibit 2

### HISTORICAL TRACE METHOD

- A. DATA SOURCE : SENIOR/OLDER RESIDENTS  
B. SUBJECT VARIABLE : LANDLESSNESS  
C. ANALYSIS METHOD : GROUP DISCUSSION

1. How many households in this area are landless : Estimate Number
2. How many of these families were landless :  
10 years ago      25 years ago      50 years ago
3. Exactly when did families begin to lose their land ?  
How many years ago ?
4. Why did families begin to lose their land  
Reason
5. What were the consequences of families losing their land?
6. What could be done about the landless problem in this area ?



### Exhibit 3

## SMALL GROUP DISCUSSION FORM

A. DATA SOURCE : MIX GROUP OF LOCAL MEN AND WOMEN  
B. SUBJECT VARIABLE : GENDER DISCRIMINATION  
C. DATA METHOD : DISCUSSION QUESTIONS

1. Can women engage in income generating activities in this area ?  
Yes                      No
2. Can women retain or keep the earnings from their enterprise independently of their spouse?  
Yes                      No                      Comment
3. Can women borrow money from commercial banks or from Government institutions independently of their spouses?  
Yes                      No                      Comment
4. Can women own land and/or other property independently of their spouse ?  
Yes                      No                      Comments
5. Are there any current community practices which interfere with the participation of women in social and economic activities ?  
Yes                      No                      Comment
6. Are there any programmes or action which the women of this area would like to promote?  
Comment

## Exhibit 4

### CHECKLIST FORM

- A. DATA SOURCE : PUBLIC RECORDS, 1990 - 95  
B. SUBJECT VARIABLE : POPULATION MORTALITY LEVELS  
C. DATA METHOD : SEARCH PUBLIC RECORDS

1. Population of adult (16 yrs +) males and females for the period ?

Males Females

2. Number of adult male and female deaths recorded for the period ?

Males Females

3. Age at death for males and females ?

AGE IN YEARS

Gender	16-29	30-44	45-69	70-74	75+	Total
--------	-------	-------	-------	-------	-----	-------

Males

Females

4. Number of male and female children (below 16 yrs) for the period ?

Male Female

5. Age at death of children

Age in yrs

Gender	Under 1 yr	1 - 4 yr	5 - 9 yrs	10-15 yrs
--------	------------	----------	-----------	-----------

Male

Female



## OBSERVATION FORM

- A. DATA SOURCE : CHILDREN UNDER 5 YRS OF LANDLESS FAMILIES  
B. SUBJECT VARIABLE : LEVEL OF NUTRITION  
C. DATA METHOD : OBSERVATION OF CHILDREN'S PHYSICAL CONDITION

1. Number of households with children under 5 yrs  
Number
2. Number of children under 5 yrs in each home?  
Number
3. Number of children under 5 yrs showing signs of :  
skin rash  
Distended stomach  
Below normal height/weight for age  
Listless/lethargic
4. Number of families by number of dependent (16 yrs) children ?  
Number
5. Health condition of mothers with malnourished children?  
Good health      Poor health
6. Which types of programmes or actions would the mother of this community want to promote or support ?  
Response

## Task C

# ENABLING TARGET GROUPS TO UNDERSTAND THEIR PROBLEM SITUATION

### Rationale

An intermediary organization may adhere to a very sophisticated methodology in studying the dimensions of disadvantage suffered by a given groups of people. Indeed, it may obtain a very accurate picture of the disadvantage in question; nevertheless this achievement will not help the group itself to better understand its problem situation. In recent years, methods have been developed to assist the disadvantaged understand more deeply the problems which affect them. These methods are variously referred to as **structural analysis, social analysis, historical analysis and/participatory research**. These **methods have the common purpose of creating awareness among the disadvantaged**. In this manual, the term "social analysis" will be employed to denote the methodology.

### Objectives

To enable target groups to improve their understanding of their situation.

To increase among trainee's skills in methods of assisting target groups to better understand their problem situation.

### Field Guidelines

Two set of guidelines are considered here. Guidelines for mobilizing the target group for social analysis and guidelines for the Social Analysis method itself.

#### 1. METHOD FOR MOBILIZING TARGET GROUPS FOR SOCIAL ANALYSIS.

- a) The IO management will appoint a **Facilitation Team (FT)** which will work with the target group.
- b) The FT will contact the **target group (TG)** through leaders identified at the target group identification stage (rapid appraisal).
- c) On the advice of TG leaders, the FT will organize the TG into **Study Groups (SGs)**. Study Groups can be organized on the basis of village, neighbourhood, on special interest.
- d) The Study Groups can be asked to elect their leaders. These leaders can be brought together to form a **Core Group (CG)**. This Core Group can work on behalf of all the study groups and the total target group where necessary.
- e) The FT will organize the CG so that it can learn how to do social analysis. This will probably require several weeks during which the Core Group will participate in social analysis exercises.
- f) When the Core Group has completed its social analysis exercises, its members can return to their respective Study Groups where they will help their groups to conduct their own social analysis sessions. The Facilitation Team will cooperate closely with the Core Group members in facilitating this social analysis at the local level.
- g) When the local Study Groups have completed their analysis, the Core Group leaders can come together to consolidate the findings from the various groups.

#### 2. SOCIAL ANALYSIS METHOD

- a) The Facilitation Team will first help the Core Group to focus on the problems which the CG considers most relevant and significant. This can be achieved through small group discussion of the local situation, through role plays or through the use of generative themes (issues/problems which have expanded implications). The extensive list of leading questions contained in Boxes 1-11 can provide the Facilitator with significant issues for core group study and discussion.
- b) To facilitate analysis by the Core Group, the Facilitation Teams should make available analysis methods appropriate to each problem which is being analyzed. (See illustration below) Normally, any method of social analysis **will assist the study group to focus on a particular problem in terms of its symptoms, causes and**



**consequences.** This type of analysis will generate an increasing list of problems which will be much larger than the original list employed to begin the discussion. (See illustration below)

- c) Upon completion of its analysis, the Core Group should prepare a composite list of the problems generated by the local study groups.

## Training Guidelines

The Workshop Facilitator can organize the following learning situation in order to develop social analysis skills among trainees:

1. Instruct the workgroups to assume the role of a Facilitation Team appointed by an intermediary organization.
2. Instruct each workgroup to focus on the Target Group which it selected at the target group identification phase (rapid appraisal). (The example used in the manual is 2,000 female entrepreneurs with low earnings)
3. Instruct the workgroups to organize the target group for social analysis. The workgroups should specify how the Core Group and the Study Groups will be organized for the social analysis exercise. (See Field Guidelines above)
4. The Workgroups should specify methods of creating social awareness among the target group. These methods might include the following :

**Role Plays and Socio Dramas (\*\*)** which enable members of the target group to act out problems which are of concern to them. Role Plays and Socio-Dramas are useful means for communicating information on sensitive socio-cultural issues. The audience will interpret and add to the information portrayed by the dramas.

- \* **Generative Themes.** Generative themes may be defined as focal issues the discussion of which will lead to identification of connected issues. For illiterate target groups, generative themes (e.g., polluted water) can be depicted by way of posters. The content of the poster/picture can be used to generate discussion and extended analysis of the problem as it exists in the target group's community. \* Forum/ Panel Discussion. This method can be employed effectively if there are some members of the target who are more informed on problems. They can be assisted to discuss significant community problems in the presence of the remaining members of the target group.
5. The workshop should also assist the target group to begin its social analysis by suggesting selected focal problems for analysis. See boxes 1 - 12 for presentation of an extensive list of focal problems. Discussion of these focal problem will lead to discussion of related problems.
  6. The workgroups, upon completion of the social analysis exercise by the target group, should assist the target group to construct a composite list of the problems which have been identified and analyzed.

## Work group Output

### ILLUSTRATION OF SOCIAL ANALYSIS METHOD

FOCAL PROBLEM	METHOD OF ANALYSIS	ANALYSIS OUTCOME
Malnutrition of Children under 5 yrs.	Small group study of causes and effects.	Ignorance of food preparation Emphasis on cash crops
Government Oppression and Discrimination	Historical tracing of Government Relations	No access to public benefits inequitable distribution of goods.
Economic Exploitation of Target Group organization;.	Group discussion among farmers.	Low farm prices; No farmers Reliance on
Gender Discrimination	Review of cultural practices by women's group.	No property ownership among women; non-access to commercial loans; Low earnings.



## ILLUSTRATION OF SOCIAL ANALYSIS METHOD (Cont'd)

FOCAL PROBLEM	METHOD OF ANALYSIS	ANALYSIS OUTCOME
Environmental pollution	Observation of physical conditions in the area.	Improper latrines Exposed water sources polluted water.

(\*\*) Socio drama can include any number of actors, though minimum number is preferred according to the availability of space. It focusses on day to-day social issues or problems and acted out by the participants as it has taken place in real life.

### Time Frame

Facilitators' Explanation	15 min.
Workgroup Exercises	60 min.
Plenary Reports	45 min.

### Materials

Newsprint, Markers. Space for workgroup exercises. Posting positions.

**Note:** The different dimensions of disadvantages are listed out for further probe and reference.

### BOX1 PERSONAL DIMENSIONS OF DISADVANTAGE

- What is the extent of malnutrition among the people?
- What are the conditions of their housing and facilities?
- What is the incidence of contagious diseases?
- Are the personal lives of the people safe from physical danger?
- What is the level of employment and income among the people?
- Do the people securely own their land and housing?
- What is the level of knowledge and skills among the people?
- Are the people aware of their social and political reality?
- Do the people possess adequate analytical skills?
- Do the people have self-confidence and self-respect?
- What level of occupational skills do the people possess?
- Do the people follow misleading cultural beliefs?
- Do the people live in fear of repression or oppression?
- Are the people capable of participating in community decisions?
- Are the rights and freedoms of the people restricted by any forces?
- Do the people suffer from fear of discrimination?

#### Personal Dimensions of Women's Disadvantage

- Are the women deprived of physical security due to family food practices, arduous work, threat of violence, or unhygienic house conditions?
- Are the women deprived of intellectual growth due to cultural beliefs and social practices?
- Are the women deprived of basic rights to freedom of choice, movement, speech and assembly?
- Are the women deprived of basic rights to ownership of assets and earnings?



## **STEPS IN DEVELOPING AWARENESS PROGRAMMES**

### **1. SURVEY**

To find out the concerns, issues, and problems of the community from their point of view. In this approach a team listens primarily to unstructured conversations. In which the people feel relaxed and talk about the things that they are most concerned about.

### **2. ANALYSIS OF SURVEY MATERIAL**

What are people speaking about with strong feelings?

What will most effectively motivate people?

### **3. PREPARATION OF PROBLEM-POSING MATERIALS (\*\*)**

#### **4. THE LEARNING GROUP:**

People must be allowed to speak their own words. Speaking for other people or making them speak your words does not promote critical thinking.

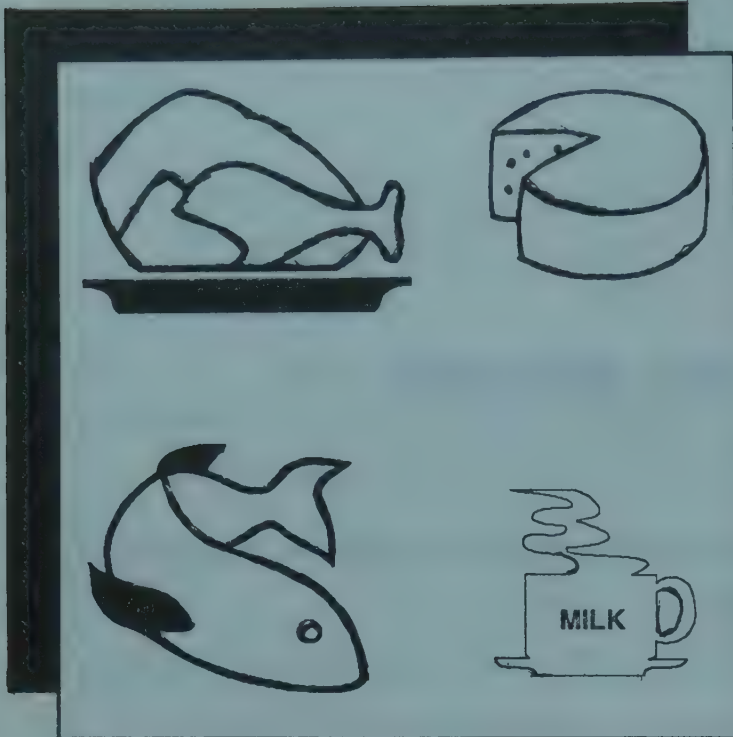
### **(\*\*) PROBLEM-POSERS OR CODES**

#### **PREPARATION**

Most codes are best prepared through group discussion and critique. They should:

- a) deal with a theme about which the community has strong feelings.
- b) show a very familiar scene in every day life.
- c) use contrasts or action to rouse awareness and questions.
- d) focus attention on only one theme so that the discussion can go deeply into this.
- e) be simple, clear and visible.
- f) avoid distracting details, especially those from outside situations.
- g) stimulate the interest and touch the hearts of the group.

# COMPARE THE FOLLOWING VISUAL AIDS



Body building foods



SPD. 2.



## **DISCUSSION OF CODES**

The discussion moves down step by step in six stages:

### **1. DESCRIPTION**

Typical questions "What do you see?" "Describe in your own words"

### **2. FIRST ANALYSIS**

Why is it the way it is? Moving from observation to beginning analysis.

### **3. REAL LIFE**

Does this relate to anything in your own life? Has this ever happened to you?

### **4. RELATED PROBLEMS**

What other problems are related to this issue.

### **5. ROOT PROBLEMS**

What are the deepest or underlying factors that give rise to this issue?

### **6. ACTION PLANNING**

What would you be willing to do about this? What is a reasonable objective? Who else do we need to bring in on this? When can we do something? What action will tackle the problem in the short run? What kinds of action are needed to change it in the long run?

**BOX 2:****COLLECTIVE DIMENSIONS OF DISADVANTAGE**

- Is leadership among the disadvantaged chosen by them or is it imposed or taken over by external actors
- Is leadership among the disadvantaged conscious and concerned to their problems?
- Do the disadvantaged have the capacity to control disagreement and conflict among themselves?
- Is there any social infra-structure among the disadvantaged which enables them to design development programmes for their benefit?
- Is there organizational infra-structure among the disadvantaged which will enable them to act collectively to influence public decision-making and other actors?
- Do the disadvantaged have the organizational capacity necessary to resist discrimination and exploitation by vested interests and other actors?
- Are the disadvantaged members of organizations which will enable them to invest in and own their own business?
- Are the disadvantaged members of organizations which will enable them to obtain improved health, community and other services?

**BOX 3:****ECONOMIC SYSTEM DIMENSIONS OF DISADVANTAGE**

- Do the disadvantaged have equitable access to land and other natural resources necessary for physical sustenance?
- Do the disadvantaged have equitable access to subsidized public inputs, e.g., loans, fertilizer, building materials, etc. necessary to improve their productive capacities?
- Do the disadvantaged have equitable access to the technical management advice necessary for improving their productivity?
- Does the economic system include any mechanisms or regulations which guarantees producers a fair price for their products?
- Does the economic system include any mechanisms or regulations which protect the disadvantaged from unfair or exploitative prices for goods and services which they must purchase?
- Does the economic system include any mechanisms or regulations which protect the disadvantaged from unfair or exploitative prices for goods and services which they must purchase?
- Does the system encourage production of cash crops to the exclusion of basic food crops?
- Does the economic system encourage and protect the development of small scale business enterprise?
- Is the tax burden distributed equitably and fairly among all people in society?
- Does the economic system encourage and promote the growth of group owned enterprises?
- What is the impact of international economic conditions such as indebtedness on the national and local economy and on the disadvantaged?
- Historically, has the nation's economic system provided opportunities and benefits equitably to all peoples?
- What are the current trends in the relationship between the economic system and the status of the disadvantaged?



**BOX 4****POLITICAL SYSTEM DIMENSIONS OF DISADVANTAGE**

- are the disadvantaged proportionally represented in the political and administrative positions of society?
- Are the disadvantaged members of political parties or other advocacy organizations through which they can influence the planning and implementation of public policies to their advantage?
- Do the disadvantaged enjoy the right to join voluntary organizations which will promote or protect their interests?
- Are the disadvantaged exploited by vested interests because of lack of political awareness and organization?
- Is access of the disadvantaged to political and administrative positions limited by reason of gender, class, ethnic or religious bias?
- Are appointments to political and civil positions based on professional criteria, nepotism or subjective criteria?
- Is political influence associated with economic power, heritage or professional competence?
- Historically, has the nation's political system provided equitable access of all people to public decision making?
- What are the current trends in the relationship between the political system and the disadvantage of people?

**BOX 5:****EDUCATION SYSTEM DIMENSIONS OF DISADVANTAGE**

- Are all citizens represented proportionally or equitable by gender, class, ethnic and religious groups at the primary, secondary and post-secondary levels of the public educational system?
- For the disadvantaged, what are the teacher-pupil and facilities-pupil ratios provided by the educational system? How do these ratios compare with ratios for other groups?
- Are the disadvantaged represented proportionally at all levels of the private educational system?
- What is the fit between the education and training provided by the educational system and the employment needs of society? How does this fit or lack of it affect deprivation of the disadvantaged?
- Does the educational system provide non-formal or popular education for disadvantaged adults?
- Does the educational system devote research and extension resources to develop technology which will lighten the work burden of women?
- What has been the historical relationship between the public educational system and the disadvantaged? What has been the relationship for the private educational system?
- What are the current trends in the relationship between the educational system and disadvantaged?



#### **BOX 6: HEALTH SYSTEM DIMENSIONS OF DISADVANTAGE**

- What is the incidence of preventable disease among the population. Is there any one group more affected than the general population ?
- Is there any group or section of the population less well served by the existing health system? Do the poor have equitable access to curative health services (e.g. doctors, drugs, etc.)?
- Who performs the various levels of health service in the community? Does the health system permit para professionals, trained local persons and other non-professional personnel?
- What level of resources are expected on the following type of health services: curative (hospital care, drugs, etc.); preventive (sanitation, vaccination, nutrition, etc.); integrated (health education, agricultural development and social reform) ?
- For the development of health policy, facilities, and programs, does the community have any input to decision making ?
- Is there any community organization established to participate in health related decision-making?
- Do the neighbourhood and communities inhabited by the disadvantaged possess water, sanitation and hygienic control facilities equivalent to those possessed by other neighbourhoods and communities?
- What is the historical relationship between the nation's health system and the deprivation of the disadvantaged?
- What are the current trends in the relationship between the health system and the disadvantaged ?
- Can the present health system be extended to provide greater population coverage given the resources of the country?
- How can adequate health services be effectively extended to more people without increasing non-sustainable costs ?

#### **BOX 7: RELIGIOUS SYSTEM DIMENSIONS OF DISADVANTAGE**

- What percentage of the disadvantaged belong to christian denominational churches, christian fundamentalist churches and to non-christian religions?
- Historically, how have the christian churches and other religious systems addressed the physical, intellectual and social deprivation of the disadvantaged?
- Has there been any difference in the approach of different religious systems to the disadvantaged based on gender, class, ethnic, or religious differences?
- Presently, how do the religious systems address the deprivation of the disadvantaged and is there any difference in approach based on gender, class, ethnic or religious distinction?
- Presently, do the religious systems focus on alleviating the systems of deprivation or eliminating the causes of deprivation ?
- Do the religious systems condemn social injustice, discrimination and exploitation independently of the gender, class, status, ethnicity or religion of the deprived?
- Within the religious systems, what is the perception of the relationship between religious conversion and development? What implications has this perception for work with the disadvantaged ?

#### **BOX 8: COMMUNITY FACILITIES AND DISADVANTAGE**

- What percentage of the citizens live in substandard housing in urban and rural sections of the area?
- What proportion of the disadvantaged have access to potable water, acceptable sanitation, communications and public transportation facilities?
- Does the government implement any effective public policy which will enable the disadvantaged to participate in housing and facilities' improvement programs?
- Are there private agencies which implement effective programs which will enable the disadvantaged to improve their housing and community facilities ?



### BOX 9 : PUBLIC SERVICES AND DISADVANTAGE

- Are there rehabilitative public and private services available to be physically and mentally impaired of the the area ?
- Are there public and private support programs for the aged and the infirm of the area ?
- Are the disadvantaged relatively more deprived of social services for the impaired and the aged than other sections of the population?
- Are there child care services which will permit disadvantaged women and families to participate in gainful employment ?

### BOX 10 : CULTURAL DIMENSIONS OF DISADVANTAGE

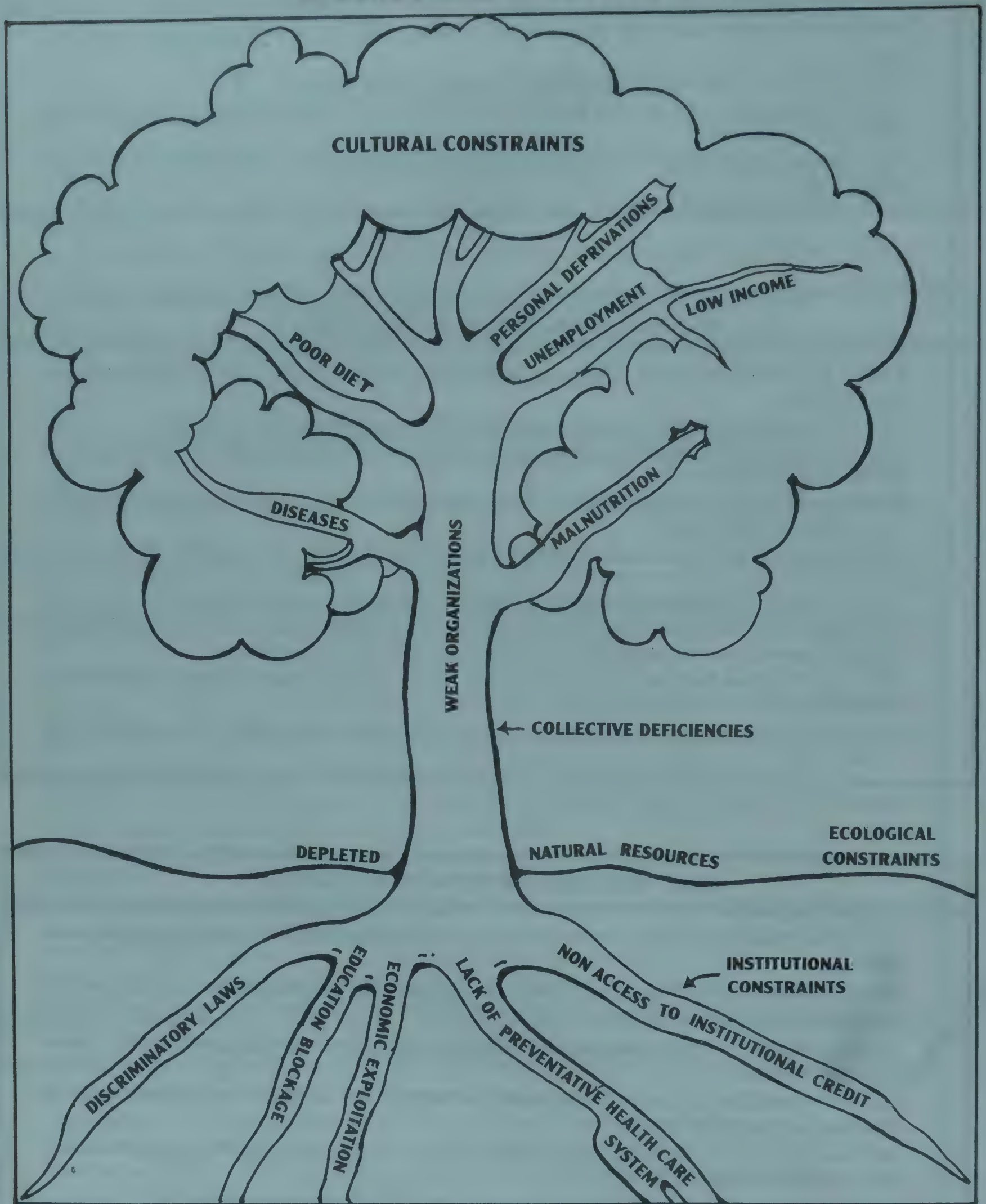
- Is any of the physical deprivation suffered by the disadvantaged legitimized or justified by any religious or culutural belief?
- Is the intellectual deprivation of the disadvantaged justified or caused by any religious beliefs?
- Is the physical, intellectual and volitional deprivation of the disadvantaged due to non-adherence to cultural beliefs, values and traditions?
- Is discrimination against the disadvantaged by gender, class, ethnic or religious groups promoted or supported by any cultural beliefs or values?
- Is discrimination by gender, class, ethnic or religious groups a deviation from given cultural beliefs, values and traditions?
- Is the inequitable access of the disadvantaged to economic, educational, political, health and other institutional benefits attributable to cultural beliefs, values or traditions? - Is the equitable access of the disadvantaged to institutional benefits the result of deviation from cultural, traditions, values and beliefs?
- Historically, has there been any connection between certain cultural practices and the problems of the disadvantaged?
- What are the current trends in the relationship between cultural practices and the problems of the disadvantaged?

### BOX 11 : ECOLOGICAL DIMENSIONS OF DISADVANTAGE

- Is any of the physical deprivation of the disadvantaged due to deterioration of land, water, air and other natural resources?
- Is the deterioration of natural resources the result of practices adhered to by the economic, political, health and other institutional systems of the society?
- Are the ecologically harmful institutional practices traceable to the non-adherence to certain cultural beliefs, values and traditions?
- Do current development programmes emphasize technologies which will guarantee sustainable growth or maintenance of natural resources?
- Are there development programmes which will enable the disadvantaged to participate in sustainable environmental development?
- Historically, when did the non-sustainable exploitation of the environment begin to emerge?
- What are the current trends in the people-environment relationship.



**FIGURE 3 : INTEGRATED DESCRIPTION OF A PROBLEM  
SITUATION AFFECTING 2000 WOMEN**





## TASK D

# ENABLING TARGET GROUPS TO SELECT A PRIORITY PROBLEM

### Rationale

Normally, social analysis results in a large list of problems which are of concern to the target group. However, **when it comes to solving any of these problems greater specificity is required.** Therefore, it is necessary to assist the target group to achieve this greater specificity with respect to the problem it wants to solve.

### Objectives

To assist target groups select a priority problem.

To develop among trainees skills in methods of enabling target groups to select a priority problem.

### Field Guidelines

1. The IO Facilitation Team can choose to work with the Core Group which was organized at the social analysis phase. (it should be remembered that the Core Group consists of representatives of the local or village study groups).
2. The Facilitation Team can assist the Core Group to learn the method for choosing a priority problem.
3. When the core group members have learned the method of selecting a priority problem, they can return to their respective groups to assist them to choose priority problems.
4. The recommended method for selecting the priority problem involves ranking the problems identified at the social analysis phase according to significance. Significance can be determined on the basis of the following criteria:
  - The number of persons physically deprived as a result of the problem.
  - The number of persons living in ignorance as a result of the problem.
  - The number of persons remaining collectively powerless as a result of the problem.
  - The number of persons who are deprived of basic rights because of the problem.
  - The extent to which the problem causes other problems.
  - The extent to which the problem prevents solution of other problems.
  - The level of injustice/inequity caused by the problem.
  - The possibility of solving the problem.

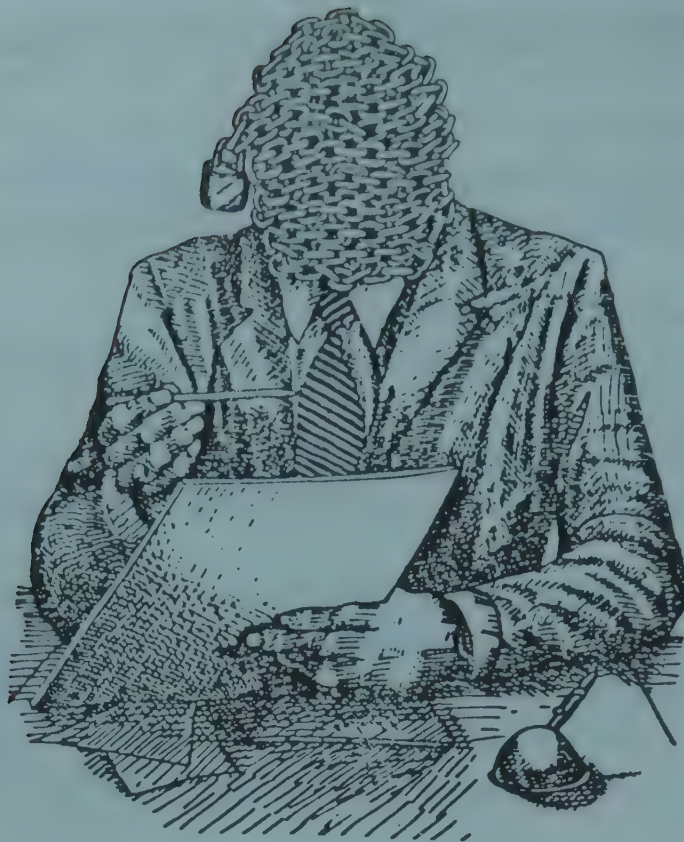
Other criteria can be chosen by the core or study groups. This will depend on the nature of the problems being ranked. One priority problem may be chosen or several priorities may be chosen.

### Training Guidelines

1. The **Training Team** can advise each workgroup of trainees to develop a method for enabling target groups to select a priority problem from the list of problems identified at the social analysis phase.
2. The TT can advise each workgroup to review the list of problems affecting its particular target group at the social analysis phase.
3. The TT can advise each group to select out 6-7 of the most significant of these problems. Then it can advise the groups to rank these problem according to a set of selection criteria as specified under Training Guidelines above.
4. The groups can select one or several priority problems so long as the priority level is specified.

### Workgroup Output

SELECTED PRIORITY PROBLEMS		
PROBLEM	PRIORITY	CRITERIA
Low earned income among female entrepreneurs	First	Deprivation of rights Causes other problems Collective powerlessness Level of injustice/inequity Possible to solve.
Gender Discrimination	Second	Inequity/powerlessness Deprivation of rights Solution - long term
Ecological Deterioration	Third	Physical deprivation Results in sickness Solution - long term.



Draw symbol (s) for the characteristic(s) you were taught (as a youngster) that men should possess

Draw a symbol for the experience that you had growing up, after which you said to yourself, "Now I am a man"

Draw a symbol, or write a few words, which would represent, or summarize, what you think of life

Draw a symbol, or write a few words, which would represent, or summarize, what your father thought of (or think of ) life

If life were a school which gradually teaches you how to live as a man, draw a symbol for what life has taught you

Knowing men as you do, if you could have two wishes granted that would give all men two characteristics or qualities, what would you wish for them? Use words or symbol or symbols

If you had a son whom you loved dearly, what three words would describe best the man you would want him to grow up to be.





Many women were given negative messages about what they were or should be when they were young - messages that interfered with their development. Draw a symbol for a negative message which you remember.

What has been your most rewarding experience as a female?

What is the most frustrating female issue for you?

Which of your mother's qualities do (did) you appreciate most?

When do you needed the most help?

If you had 3 wishes that could be fulfilled for females, what would they be?

If you had the attention of the powers that be, what would you tell them about women?

## TASK D1

# ENABLING TARGET GROUPS TO SELECT MANAGEABLE PROBLEMS

### Rationale

As noted in the preceding task on **Selecting Priority Problems**, problem solving requires **specification of the problem to be solved**. It is possible that the prioritization operation of the preceding task produces sufficient specificity, that is, the problem is priority problems selected through a ranking system will require further specification to make them amenable to problem solving directly. For this purpose **a force field analysis** method can be employed.

### Objectives

To enable target groups to select manageable problems.

To develop among trainees skills in methods of enabling target groups to select manageable problems.

### Guidelines

Basically, the **Force Field method** consists of the following procedures:

1. Identify the forces which will constitute constraints or negative forces in solving the priority problem. Then **rank these forces** (1st, 2nd, 3rd, etc.) according to the order in which they should be eliminated.
2. **Identify the forces which will constitute supportive** conditions in solving the priority problem. Then **rank these positive forces** according to their value in solving the priority problem. See Box 12 for the negative and positive forces expected to affect solution of the low earnings problem among the 2000 female entrepreneurs.
3. According to the force field model, the best strategy is to begin the problem solving process by **attacking the first ranked negative force**. In developing a plan **to overcome this** first negative force, **the planners can take advantage of any of the positive forces identified during the force field analysis exercise**.

### TRAINING GUIDELINES

1. The training team can organize the participants in workgroups which will use the force field method to identify the appropriate manageable problems.
2. Each workgroup should begin the force field analysis exercise by identifying the 5 - 6 constraints or forces which will inhibit solution of the priority problem. These negative forces should then be ranked according to their manageability or solvability. The first - ranked negative force will constitute the first problem to be solved.
3. Each workgroup should also rank the forces which will facilitate solution of the priority problem. These positive forces should be ranked according to their potential for solving the priority problem. They can be used to support the programme designed to solve the first negative force. (See Box 12 for positive and negative forces expected to affect solution of the low earnings problem)
4. Once each group has ranked both the negative and positive forces related to its priority problem, it can prepare a report for presentation to plenary session.
5. As an extra task, the workgroup can establish a baseline measure for their selected manageable problem. Baseline measures simply establish the empirical status of the manageable problem at the time of measurement. For example, the first negative force preventing solution of the low earnings problem is "no organization base" among the target group. This is a measurable variable. Concrete indicators of the variable include:
  - Percentage of women who are members of development organization.
  - Percentage of women in leadership positions with development organizations.
  - Percentage of women participating in meetings of development organizations.

The same method can be employed with other manageable problems to establish their baseline status.

Each workgroup's report to plenary session can be produced according to the format of Box 12.



**BOX 12 : PRIORITIZED POSITIVE AND NEGATIVE FORCES WHICH WILL AFFECT  
SOLUTION OF LOW EARNINGS PROBLEM AMONG 2000 WOMEN**

RANK	POSITIVE FORCES	RANK	NEGATIVE FORCES
4	Awareness of Income Opportunity	2	No legal Right to Assets
3	Available Natural Resources	4	No access to Bank Loans
4	Available NGO Help	3	No collateral
1	High Motivation	1	No Organization Base
2	Productive Skills	5	Limited Enterprise

**Time Frame**

Facilitator's Explanation - 15 min.; Workgroup Exercise - 60 min.  
Plenary presentation - 15 min each group.

**Materials**

Newsprint, markers, posting location.

**Note:**

In ranking, do consider the following important factors:

1. Group morale (motivation, oneness, team spirit, cohesiveness)
2. Group skills.
3. Resources availability (natural, with people and people themselves.
4. Outside help.

## CHAPTER IV

# ORGANIZATION FORMATION METHODS

Organization formation constitutes the second life-cycle phase of organization growth. For the purposes of this manual, we will divide the phases into four stages :

- assisting the target group to formulate a development strategy.
- assisting the target group to construct an action plan related to forming an organization.
- assisting the target group to develop a constitution and bye-laws for the proposed organization.
- assisting the target groups to overcome local opposition to forming an organization.

### A. Formulating a Development Strategy

It is not absolutely necessary to have the target group formulate a development strategy as part of the organization formation phase. Nevertheless, if the group has chosen a priority problem as well as several manageable problems, it will be useful for the group to develop an overall plan on how to solve these problems over a period of time. At a minimum, a plan will include a set of objectives and a set of programme component. See Task E.

### B. Constructing an Action Plan

An action plan simply calls for a systematic series of steps that are to be followed in implementing a project. For the formation of a people's organization, the action plan will specify the sequence of activities to be followed, the methods to be used, the agent, the time frame and the expected outcome. This will be practiced in Task F.

### C. Constructing a Constitution and Bye-laws

The constitution and bye-laws is one element included in the action plan. With a constitution, an organization can have no structure. See Task F1.

### D. Overcoming Local Opposition to Organization

The best indicator of the relevance of an organization is the arousal of opposition from vested interests and established elites. Overcoming this opposition is a necessary element of the action plan. See Task G.



## TASK E

# ENABLING TARGET GROUPS TO FORMULATE A DEVELOPMENT STRATEGY

### Task Rationale

As noted previously, when the Target Group has identified the relevant problems affecting it, when it has chosen a priority problem for solution, and when it has identified the negative and positive forces which must be overcome to solve the priority problem, it will be possible for the TG to formulate an overall development strategy oriented to finally solving the priority problem. A **development strategy consists** of an **hierarchical set of objectives** and a **sequence of programme components (projects)** necessary to achieve the objectives.

### Objectives of the Task

- \* To enable fieldstaff to assist target groups to formulate an overall development strategy.
- \* To develop skills among trainees in methods of assisting target groups to formulate a development strategy.

### Field Level Guidelines

1. The IO Facilitation Team (FT) can assist the Target Group or its Study Groups to establish a Core Group (if one is not already established). The Core Group and the Facilitation Team can take on the role of a Strategic Planning Team (SPT).
2. The Strategic Planning Team can now review the status of the priority problem, that is, its ranking among the problems identified at the social analysis phase. It will also review the list of negative forces which must be overcome in order to solve the priority problem. It should also review positive forces which will facilitate solution of the priority problem. However, the negative forces are the most relevant.
3. The SPT can then proceed to formulate an integrated set of strategic programme objectives. This set of objectives should include long term, interim and short term objectives. **The long term objective should refer to solution of the priority problem itself.** The short term objectives should refer to solution of the first, 2nd, 3rd ranked negative force preventing solution of the priority problem.
4. It will be easier if the SPT designs first the programme component necessary to achieve the short term objectives. The sequence will follow the order in which the negative force are ranked.

N.B. Once all the negative forces are eliminated or the short term objectives are achieved, the long term objective will be automatically achieved, that is, the priority problem will be solved.

## Case Illustration of Development Strategy

### Strategic Objectives.

- Long term** : To increase the earned income of 2000 female entrepreneurs within a five year period.
- Short term** : ● To obtain reform of legislation governing women's rights to ownership of property within three years.
- To increase savings and credit facilities owned and controlled by 2000 female entrepreneurs within three years.
  - To increase the level of participation in micro-enterprisedevelopment by 2000 female entrepreneurs within five years.

### Programme Components:

- By the end of the first year, an organization formation programme component will be implemented to establish a people's organization.
- By the end of the third year, an advocacy programme component will be carried out by the new people's organization for the purpose of achieving legislative reform.
- By the end of the fourth year, a promotional and organizational programme will be carried out establishing savings and credit facilities owned and controlled by 2000 female entrepreneurs.
- By the end of the fifth year, a promotional programme to increase participation of female entrepreneurs micro-enterprise will be carried out.

## Training Guidelines

1. The Training Team will organize the workshop participants into workgroups of 6-7 members. Each workgroup take the role of a Strategic Planning Team.
2. Each workgroup will review the status of the priority problem and the related negative and positive forces.
3. Each workgroup will review the Field Guidelines indicating procedures for developing a programme strategy in the field.
4. In formulating a development strategy, each workgroup can practice alternative methods. The following alternatives are possible:
  - Study and discussion of the connections between a priority problem, negative and positive forces, objectives and programme components.
  - Visiting other organizations to assess their development strategies.
  - Obtaining the services of a resource person who will lead them in the complex task of formulating an overall development strategy.
  - With the help of the Training Team, each workgroup can design a critical path of the forces to be overcome and the sequence of programme components to be implemented.
5. Each workgroup will record its development strategy on newsprint for presentation to plenary session of the workshop. Here each strategy will be discussed and assessed.

## Workshop Output

The workshop output produced by the workgroups will follow the pattern of the Case Study Illustration presented above. Basically, it will consist of a set of objectives and programme components.

## Timeframe

Facilitator's Explanation	15 min.
Workgroup Exercises	60 min.
Plenary Reports	15 min (@ workgroup)
Debriefing	30 min.

## Materials

Newsprint, markers, posting location, transportation and tables.



## TASK F

# ENABLING A TARGET GROUP TO FORM A PEOPLE'S ORGANIZATION

### Rationale

In the case study used in this manual (2000 Female Entrepreneurs) lack of organization among the women is taken as the first ranked negative force preventing solution of the priority problem - low earned income among female entrepreneurs. Consequently, the first programme component to be implemented is the formation of a women's organization.

### Task Objectives

To enable Target Groups to establish People's Organizations.

To increase among trainees skills in methods of enabling Target Groups to establish People's organizations.

### Field Guidelines

1. The IO will appoint a Planning Team. It will have the primary responsibility for enabling the Target Group to form a people's organization.
2. The **Planning Team can use the following method to mobilize the target group** for organization formation:
  - Organize the **Target Group into Study Groups** if these are not already established.
  - Assist the **Study Groups to elect a Core Group consisting of study group representatives**. The Core Group and the IO Planning Team will take the lead in forming the people's organization.
3. The **Planning Team and the Core Group** will cooperate by **designing an action plan to form a people's organization**.
4. An Action plan must include the following components:
  - **An Objective stating** what is the **expected outcome** of the action plan.
  - **A sequence of activities**, which will lead to **achievement of the objective**.
  - Each activity in the sequence should be described in terms of the following characteristics.
  - Name of the activity
  - Purpose of the activity
  - Method of carrying out the activity
  - Agent responsible for the activity
  - Timeframe of the activity
  - Level of participation in the activity by the Target Group.
  - Resources required for the activity
  - Expected outcome of the activity

**N.B. See illustration of action plan to form an organization, Box 13.**
5. Once the action plan is designed, the **Planning Team and the Core Group will oversee implementation** of the action plan activities.
6. Prior to implementation of the action plan, the **Planning Team** should **appoint a person or persons** who will be responsible **for monitoring implementation** of the plan.
7. **For monitoring** purposes, a **monitoring design** must be **constructed by the monitor or the the Planning Team**. The monitoring design should enable the monitor to observe:
  - Whether each activity or any specific activity of the action plan has been implemented as planned, that is, according to the planned method, agent, timeframe and resources.
  - Whether each activity or any specific activity has produced the outcome expected.

If a specific outcome has not been achieved by an activity, the monitor should be able to indicate whether the cause has been failure to implement the activity correctly, or the cause is imperfection in the planned activity itself.

8. It is up to the monitor or the Planning Team to **decide which activities of the action plan will be monitored** if all activities are not to be monitored. This decision will **automatically determine the timing of monitoring actions**.
  9. The monitor must report any discrepancies in plan implementation to a designated authority for action. This could be the Planning Team.
- N.B. It should be clearly noted that systematic monitoring is not possible where there is no systematic action plan.

## Training Guidelines

1. The workshop Training Team can organize the participants in workgroups of 6-7 persons.
  2. Each workgroup can take on the role of the Training Team and the Caore Group combined.
  3. Each workgroup will review the development strategy formulated in the preceding task. It will identify the short term objective stated in the strategy which is to form as people's organization.
  4. Each workgroup should now be instructed to begin forming the action plan implied by the development strategy.
  5. Using the Field Guidelines (above), the Training Team/Core Group can formulate the following features of its action plan:
    - State the organization formation objective.
    - Outline the sequence of activities necessary to achieve the objective.
    - Describe each activity in terms of purpose, method, agent, timeframe, etc.
  6. The workgroups can employ alternative methods to formulate their action plan. These can include the following:
    - Simple study-discussion method for the whole task.
    - Fish bowl technique \*\*
    - Several persons from the workgroup can be assigned the responsibility of formulating several alternative action plans from which the workgroup will select the most appropriate.
  7. Each workgroup should construct a monitoring design. In doing so, it will designate: (See Field Guidelines above)
    - Who will be the monitor and who will appoint him/her.
    - What will be the monitoring method.
    - Which activities will be monitored.
    - To whom will the monitor report.
    - Who will take follow-up action on the report if action is necessary.
  8. Each workshop will record its action plan for presentation to plenary session.
- \*\* Fish bowl technique is to divide the same group into two and make one group of people to sit in the centre to do a particular activity and to make another group to stand around them to observe on a person to person basis depending on the number of the group and to discuss the observation in the larger group at the end of the central group activity. The observers are like the observers in the aquarium watching the fishes without distracting or disturbing and hence this name.



**BOX 13**  
**ACTION PLAN TO FORM A WOMEN'S ORGANIZATION**

Activity (What?)	Purpose (Why?)	Method (How?)	Agent (Who?)	Timeframe (When?)
Core group meeting - 3 hrs.	Decide on organization functions	Discuss functions in Box 14	Facilitation team	Jan. 10, 9-12 a.m.
Core group meeting - 3 hrs.	Decide on organization structure	Discuss examples of structure, Box 15	Facilitation team	Jan. 10, 2-5 p.m.
Core group planning meetings (3)	Construct organization constitution	Examine alternative models	Facilitation team	Jan. 20-22
Village group meetings (@3)	Discuss and approve draft constitution	Informal Group discussion	Village group leaders	Feb. 10-28
Meeting of village groups (@1)	Sign up members	Fill out membership card	Facilitation Team	March 15, '93
General membership meeting (1)	Elect leaders and committees	Democratic election	Core group chair	April 30, '93
Visit Registration office	Obtain legal certificate	Meeting with registrar	President of the organization	May 10, '93

**Timeframe**

Facilitator's Explanation      15 min.  
 Workshop Exercises          60 min. Plenary Reports (@ 15 min.)

**Materials**

Newsprint, markers, posting location.

## TASK F1

# CONSTRUCTING A CONSTITUTION FOR A PO

### Rationale

Most organizations fail because they have an inadequately specified constitution. The **constitution** of an organization **spells out the structure and functions of the organization**. Without a constitution, an organization's structure remains unclear. **Bye-laws** are **added** to a constitution **for specific purposes**

### Objectives

To enable a target group to develop a constitution for its organization.

To increase among trainees skills in methods of enabling target groups to form a constitution.

### Field Guidelines

1. The IO Planning Team will work directly with the target group or the core group to form the constitution. The **constitution will include** the following elements.
2. **A clear statement of the vision and mission of the organization**. Vision refers to what kind of change or improvement the organization hopes to achieve. Mission refers to how the organization will proceed and for whose benefit.
3. **Membership criteria** which determine who can be a member and what must be done to remain a member in good standing.
4. **Objectives** which specify what specific benefits the organization will achieve for its members, the community or larger society.
5. A constitution **should specify the method of leadership turnover** to ensure leadership immobility.
6. The organization **should specify a standard system for recording outcomes of meetings**.
7. A constitution should **identify or specify** the **external linkages** of the organization.
8. The constitution should specify the **timeframe of meetings** to be held **by policy making bodies** of the organization - **general membership and board of directors**.
9. An organization's **constitution** should **specify method of legal registration**.
10. A constitution should **specify method of dissolution and distribution of assets**.
11. An **organization can consist of three levels of decision-making authority - policy making, management and operations**. Policy-making refers to decisions respecting the mission, purpose and programme commitments of the organization. Management refers to planning, implementing, coordinating and controlling programme activities. Operations refer to the actual implementing of management decisions by the general staff. In western country organizations, policy making is the responsibility of the membership and the board of directors. Usually, the board is elected by the membership. The board can appoint or elect standing (permanent) and adhoc (temporary) committees to carry out special functions of the board. Management is the responsibility of the chief executive officer or manager. Operations are the responsibility of the general staff. There is a clear line of authority between the policy maker, the manager and the operational staff. The direction of authority is from policy maker to manager to staff. Cooperatives and credit unions adhere to this model in most countries.
12. An organization can include several levels of complexity. Primary units, secondary level units and tertiary level units. Examples: local credit union, credit union league and confederation. Station, parish and diocese.
13. The distribution of authority within an organization can take many forms. Authority can be highly centralized and exercised in a top-down manner from the chief executive officer to operational staff, or it can be distributed among various levels and positions of the organization. The principle of "Subsidiarity" constitutes the best norm, that is, no higher level should assume responsibility for what a low level and perform effectively.
14. The control of the organization's financial resources should be subject to a systematic accounting and audit system. Other resource should be subject to an inventory control system.



## Training Guidelines

1. The faqcilitator of the workshop may request trainees to form workgroups which will take on the role of the core group which is responsible for action planning.
2. The workgroups can review the requirements of an organization's constitution. (See field guide lines).
3. The workgroup will develop a constitution for the case-study organization which they are establishing. They will present the product in plenary session.
4. The plenary session will review and modify if necessary the workgroups' constitution.

## Timeframe

Presentation by the Facilitator	15 min.
Workgroup Exercises	60 min.
Plenary Presentation	10 min @ workgroup

## Materials

Newsprint, posting station, markers and work tables.

## TASK G

# OVERCOMING OBSTACLES TO FORMATION OF PEOPLE'S ORGANIZATION

### Rationale

As a rule, opposition to a people's organization does not emerge until the organization begins to operate. However, where local elites, vested interests, entrenched bureaucrats and traditional leaders are sensitive to threats to their position, they will take pre-emptive (forestalling) action to prevent the threat from developing. Where the organization formation process adheres to consciousness-raising and participatory methodology, the opposition will have time to realize what is happening and will take appropriate action. As a rule, no person or group voluntarily gives up or shares power, privilege, or resources. It is inevitable that a new organization which has power to bring about redistribution of benefits will arouse opposition.

### Objectives

To enable Target Groups to overcome obstacles to the formation of people's organization.  
To develop among trainees skills in methods of enabling target groups overcome obstacles in formation of people's organization.

### Field Guidelines

1. The IO Planning Team and Core Group should identify the sources of resistance and the obstacles to organization formation.
2. If the opposition is emerging out of misinformation, the Planning Team (PT) and the Core Group (CG) can take action to correct any misconceptions among the opponents.
3. If the opposition, on the other hand, is emerging out of a refusal by elites to share power, prestige or community benefits, pressure strategy must be adopted by the PT and CG.
4. The **Pressure Strategy** involves the following tactics:
  - a) **Identify** the influential **persons** and **institutions** which can **form public opinion** within the community and in the surrounding area.
  - b) **Convey** to those who can form public opinion a **clear picture of the proposed organization and its purpose**. Emphasize the advantages of the proposed organization for the disadvantaged groups in the community. Emphasize the possible negative consequences of failure for the groups.
  - c) **Identify, publicly, the opponents to the organization**. Suggest selfish motives as the basis for this opposition.
  - d) Prevail upon **supportive officials** and influentials **to make public statements in favour** of forming a people's organization.
  - e) Where local bureaucratic opposition is present, **use public marches and demonstrations to draw attention** to the **negative influence** of these civil servants. Imply that there is no collusion with vested interests and the elites.
  - f) **Constantly build up the solidarity of the target group** by emphasizing common interests, values and external threats. Adopt an organization emblem or symbol with which the target group can identify.
  - g) Keep the opponents off-balance by engaging in unexpected actions. These actions might range from offers of cooperation to action which will cause embarrassment or inconvenience.
  - h) As a **general rule, do not engage the target group in direct confrontation with the opposition**. This might result in a physical power struggle which the opponents can win.
  - i) If the IO is associated with a well-known private or semi-public institution, e.g., church agency, external NGO, etc. It should take advantage of this influence by having the institution publicly support the organization formation plan.

### Training Guidelines

1. Request the workshop trainees to form themselves into workgroups which will take on the role of the IO Planning Team and Core Group. The purpose of this joint group will be to form a people's organization among the disadvantaged.



2. The workgroup Training Team will present the workgroups with a case problem describing local opposition to organization formation. See Composite Case (\*\*)1.
3. Request the workgroups to review the Field guidelines respecting use of the pressure strategy.
4. Instruct the workgroups to construct a strategy to overcome the opposition.
5. Instruct workgroups to report their strategy on newsprint in point form for presentation to plenary session.
6. Assess the appropriateness of the strategies presented to plenary.

### Workgroup Output

The workgroup output should describe the strategy to overcome opposition in terms of the following.

1. Specification of the general situation.
2. Specification of the type of opposition and its source.
3. The sequence of actions whereby the opposition will be overcome.
4. The persons responsible for planning and implementing these actions.

### Timeframe

Facilitator's explanation	10 min.
Workgroup Exercises	60 min.
Plenary Session reports	@ 10 min.

### Materials

Markers, newsprint, and posting location.

## LOCAL RESISTANCE TO THE FORMATION OF A PEOPLE'S ORGANIZATION COMPOSITE CASE (\*\*) 1

A group of 200 female micro-entrepreneurs from five villages of Rajgar in Madhya Pradesh is attempting to establish own People's Organization. In this venture, they have the support of an intermediary church organization - CROSS. In planning for the new PO, the Rajgar leaders have formulated the following organizational objectives:

1. To increase the earnings of female entrepreneurs from micro- enterprise development.
2. To increase access of female entrepreneurs to commercial and public credit opportunities.
3. To increase the savings and credit capabilities of female entrepreneurs as an organized group.
4. To eliminate traditional obstacles to effective participation by females in enterprise activities.

With the assistance of CROSS, the Rajgar leaders have initiated the organization formation process among the target group of 200 females. This programme began with consciousness-raising regarding the potential benefits of a people's organization. This was followed by study meetings to draft the constitution of the proposed organization. The draft constitution detailed the development vision of the organization, its objectives, membership and performance criteria, and the remaining structural components of the organization. At this stage local opposition and criticism began to emerge. It took the following forms:

1. Local elites and money lenders, fearing the independence which savings and credit capability among the women would create, began to threaten female borrowers with early recall of their loans.
2. Local vested interests began to spread misinformation in the villages regarding the lack of money-management skills which the women possessed and how savings would be misused.
3. Local traditional leaders were aroused by warnings from local elites of the probable family instability which would result from economic independence of women in the villages.
4. Local bureaucrats, foreseeing that their arbitrary use of power and authority respecting the business affairs of women would be severely threatened if the women were organized, began to warn the women of the many insurmountable obstacles which would confront them as an organized group.

The Rajgar leaders and CROSS realize that they must develop a strategy which will neutralize this opposition, otherwise, the objective of establishing a people's organization will be frustrated.

## CHAPTER V

# ORGANIZATION MAINTENANCE AND MANAGEMENT METHODS

This chapter focuses on the **third life-cycle phase** of an organization's development - **maintenance or management** of the organization. **Effective management** of an organization **requires** development of four capacities - **Planning, organizing, controlling and leading**. Unfortunately, many new organizations become stymied very shortly after the first flush of membership enthusiasm fades away. According to the model used in this manual, a new people's organization will not achieve management effectiveness and solidarity without the help of an external body such as an intermediary organization.

**The following are a selected number of management capacities** which a new organization must develop to achieve effectiveness and solidarity:

1. Skills in **Programme Planning methods**. These might include some elements of strategic planning.
2. Skills in **Methods of Organizing and Coordinating** the Implementation of Programme plans. This capacity can include specific capacities such as the following.
  - **Allocating staff** for programme functions.
  - **Budgeting financial resources** for programme implementation.
3. Skills in **Controlling Programme implementation**. This can include several specific operations:
  - Establishing baseline measures of organization programmes.
  - Assessing the Feasibility of a programme plan.
  - Monitoring the implementation of a programme.
  - Terminal assessment of programme outcomes.
4. Skills in **Leading the Organization**. These skills can concern methods of decision making, delegation of authority, leadership style and mobility of leadership within the organization.



## TASK H

# ENABLING POs TO ACQUIRE PLANNING SKILLS

### Rationale

Normally, organizations carry out services/functions for their members through projects or programmes. This organization responsibility requires that organization management possess programme planning skills. There are two ways in which organization management can acquire these skills - through formalized training or through applied experience, that is, learn to do by doing. In most organization situations, the latter alternative is the main option open to new and unskilled managers. Nevertheless, where an effective partnership exists between a new PO and an IO, the IO can help to structure project planning experience so that an optimum level of learning accompanies achievement of the project.

### Objectives

To enable PO management to acquire planning skills.

To develop skills among trainees, the methods of enabling POs to acquire planning skills.

### Field Guidelines

**Guidelines for planning a project or programme** follow a fairly common pattern of steps. This is true whether you are planning a literacy project or a primary health care project. In this manual, these planning procedures, appear at several places. The following procedures are adapted for the purposes of the manual:

1. The **new PO will appoint a Project Planning Committee**. It will work in close cooperation with the partner IO Facilitation Team.
2. The **Project Planning Committee will begin the planning process by reviewing the problem** for which it is responsible. This will involve several specific steps:
  - Specifying the target group affected by the problem in question, eg., female entrepreneurs affected by lack of the right to legal ownership of property.
  - Organizing the target members within the organization to work with the Project Planning Committee. This might involve one or two mass meetings of the members in question or it might involve meeting these members at village level. For the manual case problem, the purpose of these meetings will be to clarify and confirm member commitment to the selection of low earned income as the priority problem, and to selection of "lack of legal rights" as the second manageable problem (2nd ranked negative force) to be addressed by the newly formed PO.
3. If **project evaluation** will be considered important it will be important to **establish baseline measures of the priority and/or manageable problem**. Baseline measurement establishes the existing status of the problem in question. Baseline measurement involves the following procedures:
  - **Clear definition of the problem**. The problem of "lack of legal rights of ownership to property among adult women" means that women cannot own land or physical property which they can use as collateral.
  - Specification of **observable indicators of the problem**. Indicators of the lack of rights problem would include: absence of clear legislation specifying the right of women to own property independently of their spouses or relatives and lack of legal deeds to acquired property.
  - **Collection of data on the problem and its extent**. Data on this problem can be collected by examining legal documents or by conducting interviews with female entrepreneurs to obtain their actual experiences. These data would establish existing status of the legal rights problem.



4. The next step is for the Planning Team to **establish the Objectives of the project**. Basically, **formulation of the objectives flow from the specification of the problem**. Formulation of the objectives can be quite simple or rather complicated. A simple statement of an objective should include the following information:
  - **What is the expected outcome e.g., to increase the level of nutrition among children.**
  - **What amount or level of change is expected, e.g., the percent of children with adequate nutrition will increase from 10 percent to 75 percent of all children.**
  - **Who will benefit from the change, e.g., all children of the area under 5 yrs of age.**
  - **Within what timeframe will the benefits occur, e.g., 5 mos.**
5. **Instead of being guided by one simple objective, a project or programme can be guided by an hierarchical set of objectives. The hierarchy might include long term, interim and short term objectives.** See TASK E for an illustration.
6. The next step in the project cycle is design of the project to achieve the objective. Basically, a project plan consists of **a sequence of activities** which will lead to achievement of the objectives. Each activity can be described in terms of the following:
  - **Name of the activity.**
  - **Statement of its purpose.**
  - **Description of method to carry out the activity.**
  - **Specification of the person(s) responsible for the activity.**
  - **The level of participation in the activity by the target group.**
  - **The expected outcome from the activity.**
  - **The resources needed to carry out the activity.**

The resulting plan is called an action plan which provides a blueprint or design for achieving the objective. For instance, using the manual case problem, the action plan might be designed to obtain reform in legislation governing the rights of women. An illustration is provided under training guidelines below.

### Training Guidelines

1. The Training Facilitator can request the workshop participants to organize themselves in workgroups.
2. The TF can request the workgroups to take on the role of a PO Planning Team which will be assisted by an IO Facilitation Team.
3. Request each workgroup to review the Field Guidelines above with regard to designing an action plan.
4. Instruct each workgroup to choose the first manageable problem which a new PO might want to solve. Here it will be useful for the workgroup to review the set of negative forces identified in TASK H - SELECTING A PRIORITY PROBLEM AND MANAGEABLE ASPECTS OF IT. For the manual case problem, the 2nd ranked negative force will be chosen - no legal rights to assets. See Box 12. Now the PO will design a sequence of activities to solve this problem.



## ACTION PLAN TO OBTAIN LEGISLATIVE REFORM

Objective: Within a two-year period, to achieve reform in government legislation governing the rights of women to own property.

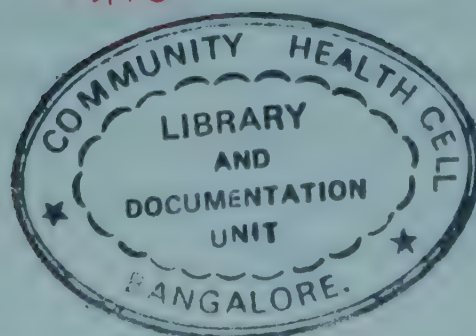
Activity (What?)	Purpose (Why?)	Method (How?)	Agent (Who?)	Outcome (Result?)	Timeframe (When?)
Appointment of PO Project committee	To initiate the Reform Process	Appointment by PO Board	Board President	Reform Process Initiated	May 1, 1995
Planning Committee study meeting	Study existing rights	Discuss with lawyer	Planning Committee	Existing Rights Identified	May 10, 1995
Planning Committee Study meeting	Study methods of legislative reform	Discuss with government leaders and lawyers	Planning Committee	Reform Methods Identified	May 20, 1995
Meeting with Female Entrepreneurs	Discover effects of no collateral on enterprise development	Mass meeting with Planning Committee	Planning Committee	Negative Effects of lack of collateral	June 10, 1995

### Timeframe

Facilitator's explanation	15 min
Workgroup Exercises	60 min
Plenary Session	15 min (@ group)

### Materials

Manual, newsprint, markers, posting location.



## TASK I

# ORGANIZING METHOD : STAFF COORDINATION

### Rationale

The **second significant management function** of an organization is that of **organizing resources** for the implementing of programmes. The most critical organizing functions are:

- **Allocating staff** resources according to programme job requirements.
- **Arrangement physical facilities** for programme requirements.
- **Arranging social infrastructure** and external linkages.
- **Constructing programme budgets.**

The function of allocating staff resources according to programme job requirements of the organization is usually referred to as work planning. It is treated specifically in this Task.

### Objectives

- To increase the work planning skills and staff coordination among the management of POs.
- To increase skills among trainees, the methods of enabling PO management to acquire work planning skills.

### Field Guidelines

Within an organization, work plans can be developed for individual workers and for committees or other groups. **Work plans** simply **spell out** what the **persons or committee is responsible for** within a **given period of time**. The work plan can also specify the time frame for the performance of certain responsibilities. As well, it can specify what proof will be needed to show that the responsibilities have been fulfilled.

The following guidelines will assist in developing a work plan for the committee which is responsible for promoting reform of legislation respecting the rights of female entrepreneurs to independent ownership of property.

1. The PO Planning Team can review the action plan designed in the preceding task in order to specify it for work planning purposes. The action plan in question focuses on the function of "obtaining legislative reform respecting the rights of female entrepreneurs to independent ownership of property". This would be one of the major programme thrusts of the PO. It can be referred to here as a major "Performance area" of the PO's work.
2. The next step for the planning team is to identify the activities which will be necessary to complete this performance area or function. Activities might include the organizing of study meetings, consultations with legislators and legal advisors and drafting of proposed legislation.
3. Any action plan activity must specify terms of the actor responsible, the time frame, the method to be employed and the expected or observable outcome. In the case of the legislative reform outcome, the following specification apply:
  - The planning committee is the actor responsible for the sequence of activities required.
  - The timeframe is a two year period; however, the action plan here provides only specific dates for each activity. Not all the necessary activities are specified in the sample action plan of Task H.
  - The overall outcome will be new legislation recognizing the rights of women to property.
  - The method to be employed by the committee will be study, planning and advocacy.
4. Form this action plan analysis, the workplan for the planning committee can be developed for the two year period or for shorter periods.



## Training Guidelines

1. The workshop facilitator can organize the workshop participants in workgroups.
2. Each workgroup can take a known organization as its case study. It can identify the major programmes to be implemented by the organization. It should choose only one of these programme for exercise purposes.
3. For the programme chosen, it can identify its major components or performance area. Some programmes may consist of only one main component.
4. Work groups should choose only one programme component for exercise purposes. They can then, identify the activities necessary to implement the component. For each activity they can identify the persons or parties responsible for the activity. As well, for each activity, they can specify the time frame, the observable outcome and the method to be used.
5. If only one person or party is responsible for all the activities, it will be each to develop or derive the workplan for that person or party. If several persons or parties are involved, it will be necessary to sort out their responsibilities to arrive at description of their workplans.

## Work Group Output

<b>Work Plan For PO Planning Committee</b> <b>May 1 - June 30, 1996</b>		
<i>Programme Component : Achieving Legislative Reform</i>		
Activities	Timeframe	Outcome
Three general study meetings	9 days	Reform Process Plan
Study meetings with femaleentrepreneurs (3)	6 days	Data on investment problems
Consultations with legal advisors (5)	10 days	Guidelines for achieving reform
Drafting of proposed legislations	5 days	Draft law
Meeting with local political representatives (10)	10 days	Record of opinions
Meetings with target constituency	10 days	Publicity on public views
Organization of Demonstrations and boycotts	5 days	Media reports
Preparing reports	5 days	Written reports

### Time frame

Facilitator's explanation	15 min.
Workgroup exercises	60 min.
Plenary session	15 min. @ workgroup

### Materials

Markers, writing tables, newsprint, posting locations.

## TASK J

# ORGANIZING METHOD : PROGRAMME BUDGETING

### Rationale

Budgeting financial resources is an essential organizing function of organization management. There are numerous budget formats that can be employed in organizing financial resources. A common project budget format is one which estimates the costs of project components and assigns them to financial sources. This format constitutes the focus of this task - TASK J.

### Objectives

To enable PO management to acquire and practice programme budgeting skills.  
To increase skills among trainees, the methods of enabling PO management to acquire and practice budgeting skills.

### Field Guidelines

1. The PO Planning Team will assume the responsibility of estimating the costs of carrying out the project action plan.
2. To begin, the Planning Team must examine closely all of the activities included in the action plan. This will include the job and resource requirements of each activity.
3. The Planning Team will estimate financial costs for the activity or parts of the activity. The team may estimate in-kind costs where desirable. In-kind costs include contributed work, facilities, and other non-financial inputs to which a financial value can be attributed.
4. Once the costs of each activity is estimated, the Planning Team must allocate these costs to financial sources which will cover the costs. The cost of an activity as well as the cost of a total project can be distributed among several sources.
5. The budget format will provide a picture of all budget item costs and the sources which will cover these costs. (See Workgroup Output below)

### Training Guidelines

1. The Workshop Facilitator will organize the participants into the usual workgroups.
2. Each workgroup will review the manual case problem action plan- Sequence of activities to achieve legislative reform. (It should be remembered that this action plan is incomplete).
3. The Workgroups will each estimate what will be the costs of the activities as presented. Activity costs will depend on required jobs and resources for each activity. When all activity costs are totalled, this will provide the total budget for the project.
4. Each workgroup will construct a budget format presenting cost estimates and allocation of them to sources. This format should be presented on newsprint for delivery to plenary session of the workshop.

### Workgroup Output (Sample of Partial Budget)

LEGISLATIVE REFORM BUDGET				
Cost Item	Total Cost	PO Account	IO Fund	Public Subsidy
3 planning meetings	2,000	1,000	500	500
Lawyers' Fees	5,000	1,000	3,000	1,000
Travel costs	1,000	1,000	-	
<b>Total</b>	<b>8,000</b>	<b>3,000</b>	<b>3,500</b>	<b>1,500</b>

### Time Frame

Facilitator's Explanation      15 min.  
Workgroup Exercises          60 min.  
Plenary Session Reports      15 min @ workgroup.

### Materials

Manual, newsprint, markers, etc.



# TASK JI

## CONTROLLING METHODS : PROGRAMME BASELINES

### Rationale

The **controlling function** of management involves four evaluation designs - (1) **baseline measurement**, (2) **feasibility assessment**,

(3) **programme monitoring** and (4) **terminal evaluation**. Task JI will focus **baseline measurement**. In programme planning, the first step consists of definition of the problem to be solved. For evaluation purposes, the first step consists of establishing baseline measures of the problem. **The baseline measure enables** the planner to **measure change** in the status of a problem, that is, from “**before programme**” to “**after programme**” status.

### Objectives

To enable PO management to establish baseline measures of problems to be solved.

To increase skills among trainees, in methods of establishing baseline measures.

### Field Guidelines

1. The Project Planning Team of the PO should begin by examining the problem addressed at the project planning stage. This problem was “task of legal rights to ownership of property among female entrepreneurs”.
2. The planning team must now define this problem as a variable. This definition should enable the research to determine whether there is more or less of the problem. For this particular problem it is not easy to define it as variable. Perhaps, we can give a variable definition to property. Lets assume that property can include land, buildings, equipment, and personal belongings. Lets assume that if a female entrepreneur can have a legal right to all of these properties, independently of her spouse, s/he enjoys full rights to property. However, if s/he enjoys legal rights only to moveable property, e.g., equipment and personal belongings, then she enjoys only partial legal rights. If she enjoy no legal rights to any property independently of her spouse, then she enjoys no legal rights to property.
3. The next step for the planning team is to establish firm observable indicators of property. As we have already noted, property consists of the following observable indicators - land, buildings, equipment, vehicle, furniture and clothes. Other concrete indicators might be identified.
4. The next step for the planning team is to identify the target or research population which is to be studied. For the manual, the research population is the 2,000/- female entrepreneurs. The planning team must decide whether it is going to survey the 2000 entrepreneurs or a random sample of it. It could decide to collect data from every 20th female entrepreneur selected from a list which would provide a sample of 100 entrepreneurs.
5. The next step is to construct a data collection instrument. The instrument should enable the researcher to discover how many entrepreneurs enjoy legal rights to the different types of property. A simple interview form will be best for this purpose. It will consist of simple questions to determine the legal status of the 100 entrepreneurs.
6. The next step is to collect the data and arrange it into categories of the variable. The survey data might be presented as follows:

TABLE: PERCENTAGE OF FEMALE ENTREPRENEURS ENJOYING THE  
LEGAL RIGHT TO TYPES OF PROPERTY.

PROPERTY	LEGAL RIGHT	NO LEGAL RIGHT	TOTAL NUMBER
Land	10%	90%	100
Buildings	15%	85%	100
Equipment	85%	15%	100
Personal Items	95%	5%	100

- The data in the table show that the largest percentage of female entrepreneurs do not enjoy the legal right to immoveable property independently of their spouses. The remainder consists of widows, single women, and others who have no living spouse. The reason given for this is that the human rights legislation of the country does not recognize the wife independently of her housband.
- The data in the table constitute a measure of the baseline status of female entrepreneurs with respect to legal ownership of property. From this baseline, future change can be determined.

### Training Guidelines

- The workshop facilitator will organize trainees into research groups of 6 - 7 persons.
- The research group can choose the particular problem which they have been dealing with at the project planning stage.
- The research groups will have to engage in the research operations specified in the Field Guide lines:
  - **define the problem** to be solved as a variable.
  - **identify concrete or observable indicators** of the variable.
  - **determine the source** from which **data** should be **collected**.
  - **collect the data**
  - **Present the data** in a **systematic manner**.
- The research groups might report outcomes to plenary for each operation in order to avoid getting off the track.
- The research group should clearly identify the baseline status of the problem.

### Timeframe

Presentation by the Facilitator	- 30 min.
Workgroup exercises	- 120 min.
Plenary presentations	- 20 min. @ group.

### Materials

Newsprint or transparencies, markers, posting stations.



## TASK K

# CONTROLLING METHODS : FEASIBILITY ASSESSMENT

### Rationale

Once a project action plan is developed and estimates are made of the required financial, skills and other resources, it is necessary for the Planning Team to conduct a **feasibility assessment of the plan to determine its practicability**. Estimates to determine practicability can be based on determining the adequacy of certain conditions of project implementation. These will include: the adequacy of the method employed, the time allocated, the expertise and resources allocated. Along with these will be more general questions such as cultural legitimacy, political acceptability and organization sustainability. Where any of these are deficient or negative, effective implementation of the project will be at risk.

### Objectives

To enable PO management to conduct feasibility assessment of action plans.

To increase skills among trainees in methods of enabling PO management to conduct feasibility assessment of action plans.

### Field Level Guidelines

1. The Planning Team should review its action plan focussing on the activities of the plan as well as on the total plan.
2. The first set of feasibility questions which the Planning Team should address is the adequacy of the planned conditions associated with each activity. These will include:
  - The method of carrying out the activity - Is it adequate?
  - The agents or the responsible persons - Are they sufficiently competent?
  - The time allocation - Is it enough?
  - Target group participation - Is it sufficient?
3. A second set of questions which the Planning Team should address to the plan includes the following:
  - Will the project be politically acceptable?
  - Is the project culturally legitimate?
  - Does the project recognize the needs and rights of women?
  - Can the project be implemented without depleting non- renewable resources?
  - Is the project organizationally sustainable?
4. In order to arrive at correct estimates, the Planning Team may have to engage in data gathering. These data may be collected through observation, key informant interviews or group discussions.
5. As a result of the feasibility exercise the Planning Team may have to make modification in the action plan to ensure its effectiveness.

### Training Guidelines

1. The Training Facilitator can organize the workshop participants in workgroups as usual.
2. S/he will request each workgroup to review the action plan to obtain legislative reform.
3. Each workgroup will focus first on the activities of the action plan. Here the questions will be as in Field Guideline #2 above.
4. Each workgroup will then focus on the broader questions of legitimacy, acceptability and sustainability. Here the questions will be as in Field Guideline #3 above.
5. For each question seeking data, the workgroup should suggest the possible sources of data and the methods of data collection.
6. Each workgroup can record on newsprint the questions it would ask, its sources of data and the method of data collection.

### Workgroup Output (Selected feasibility method).

Objective : To assess the practicability of an action plan for achieving Legislative Reform

ASSESSMENT METHOD			
Activity	Question	Data Source	Data Method
Appointment of 3 member project committee	Do members possess the needed skills	Committee members themselves	Interview method
Study of Existing Rights	Will discussion with lawyers be sufficient	Experienced project planner	Consultation
Meeting of Female Entrepreneurs	Can all women participate?	Key informant	Interview
The overall project for reform	Is it politically acceptable	Civic authorities	Interview
Do	Is it culturally legitimate	Teachers and traditional leaders	Informal Discussion
Expected Project Outcome	Is it socially sustainable	Legal Advisor	Consultation
Do	Is it economically sustainable	Economic advisor	Consultation

#### Timeframe

Facilitator's Explanation	15 min.
Workgroup Exercises	60 min.
Plenary Reports	15 min. (@ workgroup)

#### Materials

Manual, newsprint, markers, etc.



## TASK L

# CONTROLLING METHODS : PROGRAMME MONITORING

### Rationale

It is assumed that once an action plan is developed, it is now simply a matter of implementing it to complete the project. Unfortunately, several problems can arise during implementation. First, the expected outcome might not be achieved in whole or in part due to improper implementation of one or more activities of the plan. For instance, at a mass meeting, an autocratic chair may have replaced a democratic chair earlier planned, resulting in less satisfaction among the member participants. Secondly, an expected outcome might not be achieved in whole or in part due to the fact that the activities as planned were deficient to begin with. Monitoring methodology enables a monitor to observe **whether expected outcomes have been partly or fully achieved during implementation** and if any **failure appears, is it due to a faulty plan or to faulty implementation of the plan.**

### Objectives

To enable PO management to conduct monitoring procedures during programme implementation.  
To develop skills among trainees in methods of enabling PO management to conduct programme monitoring procedures.

### Field Guidelines

1. The **PO management can appoint one or more persons as a monitoring team** which will be responsible for monitoring implementation of the action plan. The appointees **might come from the planning team or they might be independent of the planning team.**
2. The Monitoring Team will review the sequence of activities included in the action plan and the characteristics of each e.g., method, agent, timing, etc. **particular activities will be selected for monitoring, if all activities are not to be monitored.**
3. The monitoring team will then construct the monitoring method for the activities to be monitored. Basically, the **monitoring method observes (1) the extent to which actual outcomes fulfil expected outcomes, and (2) the extent to which** the actual implementation of activities compares with the planned implementation of activities.
4. If a systematic action plan exists, it is relatively easy to construct a monitoring form for the activities to be monitored. Actually, the form follows the structure of the action plan. For each activity and its corresponding characteristics, blank cells can be constructed. In monitoring, the monitor records in each cell a note on the actual implementation of the activity and its characteristics.
5. The monitoring team can report its findings to the immediate PO supervisor or to the planning team for any necessary follow-up action.

### Training Guidelines

1. The Workshop Facilitator can arrange the participants in the usual workgroups.
2. Each group will review the sequence of activities in the action plan designed to achieve legislative reform.
3. Each workgroup can select one of the activities of the action plan for monitoring practice. For example, it can select the third activity in the plan - Planning Committee Study Meeting to Analyze Methods of Achieving Legislative Reform.
4. Once the workgroup has made the selection of the activity, it can construct a form with empty cells corresponding to the planned activity, method, agent, timeframe and outcome of the planned activity. In these blank cells can be recorded observations on the status of the implemented activity.
5. Each workgroup can record its monitoring design on newsprint for presentation to plenary session.

MONITORING DESIGN						
SELECTED ACTIVITY FROM ACTION PLAN FOR LEGISLATIVE REFORM						
Status	Activity	Purpose	Method	Agent	Time	Outcome
Planned Activity	P.C. Study Meeting	To ID Reform Methods	Discussion with lawyers	Planning Committee	May 20, 1995	List of Reform Methods
Actual Activity	?	?	?	?	?	?

### Timeframe

Facilitator's Explanation	15 min.
Workgroup Exercises	60 min.
Plenary Presentation	15min. (@ workgroup)

### Materials

Manual, Newsprint, Markers, Posting Location, etc.

### Summary

1. Monitoring team be separate or from the planning team also.
2. Particular activities can be monitored depending on the focus of the programme.
3. From Action Plan table, only to add one column each vertical and horizontal .ie. 'status' and planned and actual activity.



# TASK M

## CONTROLLING METHODS : TERMINAL EVALUATION

### Rationale

As a general practice, upon completion of a project, an assessment is carried out which attempts to measure the actual outcome of the project. If the actual outcome equals the expected outcome (as defined in the project objective), the project is considered successful. This is the basic rationale of terminal evaluation. Adequate terminal evaluation requires the establishment of pre-project baseline measurement of the problem to be changed. Baseline or benchmark measures provide observable points from which change starts and can be measured.

### Objectives

- To enable PO management to acquire the skills of terminal assessment.
- To develop skills among trainees in methods of enabling PO Management to acquire skills of monitoring.

### Field Guidelines

1. The Planning Team should consider what was the expected outcome stated in the project objectives. (If written correctly, the project objective should specify the outcome, its amount/extent, its beneficiaries and timeframe).
2. The Planning Team can check to determine whether a baseline measurement exists., e.g. Out of 200 children under 5 yrs., 95 percent are malnourished.
3. If a baseline measure exists, the Planning Team can simply survey the target population of 200 children to determine change in the percentage of them suffering from malnutrition. The survey method can consist of simple observation for signs of rash, bulged stomach, hair discoloration and/or lethargic behaviour. (Hopefully this method would have been used at the baseline measurement stage.)

### Training Guidelines

1. The Training Facilitator can organize the workshop participants in workgroups as usual.
2. The Training Facilitator can request the workgroups to review the statement of the project objective - To obtain legislative reform entitling women to own property within two years.
3. The workgroup will check the pre-project baseline status of the legislation - lack of legislation entitling women to own property.
4. The workgroup will assume that the project objective has been achieved if new legislation enactment entitles women to own property independently of their spouses.
5. The workgroups can report their findings on newsprint for presentation to plenary session.

### Workgroup Output

PROJECT OBJECTIVE: Within two years, the project will achieve legislation reform entitling women to own property independently of their spouses.

BASELINE STATUS OF LEGISLATION: No legislation exists entitling women to own property independently of their spouses.

PROJECT OUTCOME : Legislation exists enabling women to own property legally independently of their spouses.

### Timeframe

Facilitator's Explanation	15 min.
Workgroup Exercise	60 min.
Plenary Session	15 min (@ workgroup)

### Materials

Manual, newsprint, markers, post location, etc.



## TASK N

# METHODS OF LEADING : OVERCOMING IMMOBILITY OF LEADERS

### Rationale

The fate of many NGOs, both POs and IOs, has been linked closely with the founding leadership of the organization. The common pattern is that a charismatic or dynamic person originally forms the organization. The task demands much effort and dedication on the part of the founding leader. Unfortunately, the founding leadership believes that this type of dedication is necessary for the maintenance of the organization over time. For the founding leader, the emerging leadership of the organization is never considered ready to assume a significant leadership role. As a result, a leadership cadre does not grow within the organization. Organization sustainability depends on the personal leadership of a founder who continues to run the organization as a one-person show. Obviously, a people's organization cannot remain effective under these conditions. Innovation and adaptation appear necessary.

### Objectives

To enable POs to overcome leadership immobility and rigidity.

To increase skills among trainees, in methods of enabling POs to overcome leadership immobility and rigidity.

### Field Guidelines

1. Where a problem of leadership immobility and rigidity exists within a PO, and where an IO - PO partnership exists, the IO Planning Team should take the lead in initiating a process of change.
2. The IO Planning Team cannot simply appear on the scene with an IO mandate to initiate change within the PO. The IO Planning Team must await an appropriate opportunity to legitimize its entry to the problem situation. The opportunity might consist of an invitation from a support donor for the PO to undertake an expanded role, or it might consist of a request from an external donor or public agency for the PO to review its development policies, programme and practices, or it might be precipitated by the expressed desire of the PO leadership to become involved in a new development project.
3. When an appropriate opportunity presents itself, the IO team should offer assistance and request the PO leadership to appoint a PO Planning Team which will work with the IO Team.
4. The joint team should plan to develop an incremental strategy for improving the capacity of the PO to respond to the expectations of its external constituencies and to take advantage of new opportunities.
5. The Joint Team should begin to develop its organization innovation strategy by examining structural deficiencies which retard the organization. These structural features might include the following:
  - The relationship between policy level decision making and management level decision making. Are both levels, for instance, dominated by the same leaders.
  - Are there functions within the organization which call for specific skills and capabilities but are not distributed within the organization's leadership.
  - Are there clearly defined performance criteria for organization members and staff?
  - Is there a written constitution which specifies bye-laws for the election and rotation of leadership within the organization.
  - Do external support institutions specify adherence to accountability procedures for resources granted to the PO.
  - Are there provisions or precedents for joint consultations with donors and responsible public agencies.
6. In addition to examining structural features, the Joint Team should consider the commitment, satisfaction and solidarity of the PO members and staff. Here it will be important to note:
  - staff seniority/expertise and job responsibilities
  - interpersonal communication among staff, management and members.
  - Satisfaction of staff with their position.



7. The team should attempt to discover the effect of leadership immobility on perceptions of decision making opportunities within the organization.
8. Finally, the Joint Team should examine the symbolic value which the PO members attach to the continued presence of the founding leader in the organization.
9. In all of its activities, the Joint Team should practice transparency so that no accusation can be brought subsequently of treachery or disloyalty.

### Training Guidelines

1. The workshop Facilitator can organize the participants in workgroups.
2. Each workgroup can review Composite Case #2 - Leadership Immobility and Rigidity...
3. Each workgroup can assume responsibility for developing an organizational change strategy for overcoming immobility and rigidity.
4. The organizational change strategy should possess the following features:
  - It should be participatory and incremental.
  - It should emphasize the development of organizational opportunities.
  - It should have built-in provisions for structural modifications especially with respect to leadership, decision making and the leadership turnover.
  - It should include provisions for improving staff, management, and member solidarity.
  - It should take note of sources of potential conflict and suggest means for eliminating these sources.

### Workgroup Output

The workgroups can focus on Composite Case 2 - "Leadership Immobility in an organization. The solution to the case problem should include the following:

- The change objectives.
- The methods for achieving the objectives
- The responsible actors.
- The expected outcome.

### Timeframe

Facilitator's Explanation	15 min.
Workgroup Exercises	60 min.,
Plenary session	15 min. (@workgroup report)

### Materials

Manual, Newsprint, Markers, Composite Case 2.

# LEADERSHIP IMMOBILITY IN AN ORGANIZATION

## COMPOSITE CASE #2

The Integrated Women's Development Association (IWDA) is located in a rural area of North India. It was founded 20 years ago by Mrs. Regina. For these 20 years IWDA has been effective in planning and implementing projects for the benefit of its 300 members. These projects included nutrition, literacy and handicraft training projects. Mrs. Regina as the president of the organization has been successful in obtaining external donor support for these projects. An intermediary organization, the Council of Rural Reconstruction (CRR) has assisted IWDA access donor support. It has done so through the preparation of project proposals and through training of IWDA members.

In recent years, the IWDA members have become interested in projects which will generate economic benefits for them. These include micro-enterprise development, savings and credit systems and cooperatives. There is also a concern among the members with gender equity in the economic sphere. For some reason, Mrs. Regina has developed no interest in these new areas of development. As a result, she has provided no leadership in accessing these new project areas.

When IWDA was formed 20 years ago, Mrs. Regina played a key role in establishing the organization. She became leader automatically. There was no election or formal method of appointment. She co-opted three prominent members of the organization to work with her and to act as her advisors. Unfortunately, today, these women have passed their prime as has Mrs. Regina. The IWDA members, especially the younger ones recognize that no leadership is required. Unfortunately, there are no formally recognized rules or procedures for electing new leadership. IWDA has never had a written constitution or bye-laws. Because of consistent donor support, no membership dues or entry criteria were established. Because, Mrs. Regina and her support group of three made all relevant decisions, no alternative or new leadership development within the organization.

CRR, the intermediary organization has the staff capability to assist IWDA adapt to modern circumstances, but it will not intervene without a legitimate request from IWDA. How can necessary change in IWDA be promoted?



## TASK O

# METHODS OF LEADING : FACILITATING COMMUNICATIONS

### Rationale

In IO - PO partnerships, good communications is essential to the relationship. Good communication skills on the part of both the receiver and the transmitter of a communication is necessary. These skills do not come naturally. Usually, **these types of skills require practice and experience. The method of practice and experience is through structured experiences (games/exercises)** organized for this purpose. **Task O employs the Hollow Square Exercise** for this purpose. (See footnote at end of Task below)

### Objective

To increase among POs capabilities for planning and implementing effective communications.

### Field Guidelines

1. The experiential exercise requires that an IO Facilitator take the lead in organizing the structured experience. The exercise involves two groups. One plays the role of the communicator and the other plays the role of the receiver of the communication. The task involves the assembling of a 15 piece puzzle. The learning for the communicators comes from the experience of preparing a message (instructions for solving the puzzle) and transmitting it to the receivers. The learning for the receivers comes from receiving the instructions and implementing them for constructing the puzzle effectively.
2. The Facilitator will take aside the IO planning group and give it instructions on its role. The instructions will be as follows:
  - a) The Facilitator will present the IO Planning Group with 15 pieces of cardboard required to construct a square with a hollow square in the centre.
  - b) The Facilitator will also present the IO group with a map of the puzzle which will make it easier to assemble the puzzle.
  - c) Once the Planning Group has assembled the puzzle, the Facilitator will request it to prepare a set of written or oral instructions which can be used by the receivers to assemble the puzzle without the benefit of the map.
3. The Facilitator will now take aside the Receiver group and prepare it for its task. S/he will inform the group that in a few moments it will receive from the IO Planning Group 15 pieces of a puzzle along with written/oral instructions on how to assemble the puzzle. The receivers should be vigilant in obtaining as much clarification as possible from the presenters during the presentation.
4. During the presentation by the planners, the following conditions will prevail:
  - a) The pieces of the puzzle must remain untouched in a pile on the table.
  - b) The presenters may not refer directly to any piece of the puzzle during presentation.
  - c) The receivers may ask the presenters any number of questions; however, they may not ask the presenter to draw a picture of the puzzle.
5. Once the instructions are presented to the Receivers, the Receivers can begin to assemble the puzzle. From this point on, the presenters cannot make any intervention.
6. For the proper conduct of the exercise, it will be useful to appoint observer participants who will monitor procedures.
7. The Facilitator will allow the Receivers a reasonable amount of time to assemble the puzzle. At a given point in time, s/he should terminate the exercise even if the Receivers have not successfully completed the task.
8. The next and very important part of the exercise is debriefing on what happened at different stages in the exercise. From this exercise, both the IO and the PO members will learn what was done correctly and what was done incorrectly.



## Debriefing Exercise

### A. ANALYZING THE PROCESS OF PLANNING THE COMMUNICATION

1. How did the Planning Team organize itself for planning the communication?
2. Was the objective of the planning clear to all members of the group?
3. Did the planners consider the characteristics of the receivers in preparing the communications?
4. Did the Planners use words and concepts familiar to the Receivers?
5. Did the planners use analogies to help the receiver comprehend the instructions.

### B. ANALYZING THE PROCESS OF TRANSMITTING THE INSTRUCTIONS.

1. Did the planners organize themselves for effective presentation of the instructions?
2. Were the instructions comprehensive and complete?
3. Did the planners allow for adequate feedback and questions from the receivers?
4. Were the descriptions of the pieces meaningful? Was the relation among the pieces clearly presented?

### C. ANALYZING THE PROCESS OF RECEIVING THE INSTRUCTIONS.

1. Did the Receivers pay attention to the Planning Group during the transmission phase.
2. Did the Receivers ask questions and negotiate the meaning of terms and concepts during the transmission.
3. Did all members of the Receiver group pay attention and show interest during the transmission of the instructions.

### D. ANALYZING THE PROCESS OF ASSEMBLING THE PUZZLE BY THE RECEIVERS.

1. Did the Receivers organize themselves for systematic problem-solving.
2. Did the Receivers follow the instructions as given to them?
3. Did all members of the Receiver Group participate in the problem-solving task?

## Training Guidelines

Because of the nature of the exercise, the training guidelines will parallel the field guidelines. As usual, the Workshop Facilitator will organize the workshop participants in Workgroups. One workgroup can assume the role of the communicators and one group can assume the role of the receivers. As usual, the workgroups will present their report in plenary session. Following the plenary presentation, a debriefing session should be held. The debriefing will follow the debriefing guideline as presented above.

N.B. The pieces of the hollow square puzzle and the map are not included in the manual because some of the trainees participating in the experiment cannot have previous knowledge of the design. The pieces of the puzzle and the map have to be ordered separately. Since this exercise is given as an example only, similar exercises can be used.

## Timeframe

Facilitator's Explanation	15 min.
Planning the communication by the Presenters	30 min.
Transmitting and Receiving the Communication	15 min.
Implementing the communication by the Receivers	30 min.
Debriefing	30 min.

## Materials

Puzzle of 15 pieces. Map of puzzle, newsprint, markers, and posting location.

Reference Note: Hollow square exercise. S.P. Doss

Simulation Games and Exercises for Group learning - P.53-54, Reprint in 1996.



## TASK P

# METHODS OF LEARNING : RESOLVING CONFLICT

### Rationale

Conflict within an organization can reduce the solidarity and effectiveness of an organization. In fact, significant conflict can render an organization incapable of achieving its goals or fulfilling its intended functions. In a conflict situation, the options are to disband or to attempt to resolve the conflict. Ideally, the **most effective conflict resolution strategy consists of preventative measures**. Nevertheless, the reality is that conflict does occur within organizations, groups and communities and attempts must be made to resolve this conflict.

### OBJECTIVES

- To increase skills among organization leaders, in methods of resolving organization conflict.
- To increase skills among trainees in methods of teaching conflict resolution strategies.

### GUIDELINES FOR THE ANALYSIS OF ORGANIZATION CONFLICT

#### A. The Nature of Conflict

Conflict within an organization is reflected in attitudes and behaviour which interfere with organizational effectiveness and solidarity. Organization conflict can be hidden (latent) or open. **Hidden conflict is reflected in passive rejection, non-support and non-cooperation** among organization members. **Open conflict is reflected in habitual disagreement, personal animosity, caustic comments, behavioural friction and open confrontation** among organization members. Organization conflict can vary in extent and intensity. Low levels of conflict may not interfere with the functioning of an organization. High levels of conflict can stymie any effective organization functioning.

#### B. The Sources of Conflict

Conflict can arise from many and different sources. The following is an attempt to clarify the alternative sources of organization conflict:

1. Lack of awareness, misinformation, communication blocks, misinterpretation, misleading directions and rumours.
2. Incompatible member needs, beliefs, values, aspirations, traditions, and ideologies.
3. Mutual mistrust, suspicion, scepticism, stereotyping, lack of mutual confidence and perceived threat.
4. Inappropriate organization structures assigning overlapping or inconsistent member responsibilities, unclear decision-making authority, over-centralized decision making, and unstructured organization decision making.
5. Formation within the organization of vested interests, cliques, and in-groups for the purpose of gaining control over organization directions and activities.
6. Competition among members for scarce organization resources resulting in inequitable distribution of status, privilege, power, opportunities and benefits within the organization.
7. Inappropriate leadership and office bearers.
8. Lack of vision, mission clarity and common understanding among members.
9. Unwarranted comparisons and low membership morale.

This classification does not exhaust the alternative sources of conflict. The purpose here is to sensitize the learner to the reality of conflict and its sources.



### C. **Alternative Conflict Resolution Strategies**

To some extent, the source of conflict predetermines the strategy which must be adopted in attempting to solve an organization conflict. The following is an attempt to classify the alternative conflict resolution strategies according to the source of conflict. Again, the purpose is to create sensitivity among learners to alternatives.

We will designate each source of conflict with the descriptive words used in the preceding source list.

#### 1. **Lack of Awareness and Misinformation**

- **A One-way Communication Strategy** in which organization information is transmitted with transparency and objectivity to members by decision-makers.

- **A Two-Way Information Strategy** in which organization is shared among decision-makers and members through group process, collegial decision-making and group problemsolving.

#### 2. **Incompatible Needs and Beliefs**

- **An integrative Strategy** in which higher level beliefs and values are introduced which supersede the conflicting values and beliefs.

#### 3. **Mutual Mistrust and Suspicion**

- **A Sensitivity Creating Strategy** in which conflicting parties agree to engage in structured experience which will generate understanding the causes of the type of conflict in question. These experience-exercises do not address the concrete problem directly. The primary purpose is the therapeutic effect on the parties.

- **An Awareness Creating Strategy** in which the parties are exposed to role-play or socio-drama enactments of the type of conflict in question and its causes. The enactments do not focus on the concrete problem but on analogous situation.

#### 4. **Inappropriate Organization Structures**

- **An Organization Innovation Strategy** which enables the organization to define the needs of its constituency or beneficiaries (external or internal), formulate its mission, goals and objectives, develop appropriate strategies and programmes and finally, adapt its structures for effective performance of its organization functions.

#### 5. **Formation of Cliques and In-Groups**

- **A Co-optation Strategy** in which the leaders of cliques and in-groups are include in the formal decision-making structures of the organization. The structure and functions of the formal bodies should be clearly specified. Moreover, they should represent proportionally the different interests within the organization. Decision-making must be democratic and transparent.

#### 6. **Competition For Scarce Organization Resources**

- **A Negotiative Strategy** is one in which competing parties attempt to arrive at a appropriate sharing of resources. The negotiative process is conducted within an established set of law or rules which create a so-called level playing field for the competing parties. In the negotiative process one or both parties to the conflict enter into negotiations with either a problem-solving approach or a win-lose approach. The problem-solving approach is objective and rational. It does not have an hidden agenda. It defines the conflict problem clearly and attempts a mutually satisfactory solution. The Win-Lose approach, on the other hand, assumes that one party is going to gain at the expense of the other. If the parties to the conflict possess differential power, the stronger party will probably use his/her power to gain more. In special circumstances, the fear of alienating the weaker party to the extent that she withdraws from the overall relationship can dampen the greed of the stronger party. Because of the possible misuse of power of the creation of a stalemate, the negotiative strategy involves third-party elements of mediation, conciliation and arbitration. Arbitration imposes a resolution on the competing parties. By previous agreement the competing parties agree to accept the imposed solution.



● **The Pressure Strategy** is one which the weaker party to a conflict is able to generate third party pressure on the stronger party to achieve more equitable sharing of resources. The pressure strategy takes the place of the negotiative strategy where there are no established rules creating a level playing among the competing parties. Third party pressure can come from many sources - from government, public institutions, the general public and respected leaders depends on how effective the weaker party is in raising third party awareness and concern. Generally, the weaker party does this by creating awareness among the public concerning the unfairness of the situation, by participating in sacrificial activities which generate sympathy from observers, by causing inconvenience for the public which is ultimately blamed on the stronger party. The stronger party is made to appear selfish, unjust, and exploitative. This will presumably cause him/her embarrassment and social discomfort. Eventually, the stronger party will yield.

#### 7. **Inappropriate Leadership**

● **A Human Relations Strategy** in which members are enabled to express personal and group needs which might call for modification of organizational structures and procedures.

#### 8. **Lack of vision, mission**

● Written vision and mission clarifications to be given to all members. In the different meetings, these statements and clarifications to be further strengthened and if necessary extended discussions, debate sessions, to be organised to strengthen the commitment of the individuals

#### 9. **Unwarranted Comparisons**

\***A Pre-emptive (preventative) Strategy** in which organization bye-laws or authority prescribe the questioning of essential tenets of the organization such as religious freedom, ethnic equality, basic philosophical principles, gender equity or other.

### **GUIDELINES FOR RESOLVING CONFLICT**

1. Define the nature of the conflict - its extent and intensity.
2. Identify the sources of the conflict.
3. Choose one conflict resolution strategy or a combination of several.
4. Define the steps to be followed in planning and implementing the chosen strategy.

### **WORKSHOP TRAINING GUIDELINES**

1. Review the concept of conflict - its nature, causes and effects.
2. Organize participants into workgroups.
3. Instruct the workgroups to solve composite case #3 - Resolving Organization conflict.
4. Have each group plan a conflict resolution strategy.
5. Have the workgroups report their strategies on newsprint or transparencies to the plenary session.

### **TIMEFRAME**

Facilitator's Explanation	- 15 min.
Workgroup Exercises	- 60 min.
Plenary Reports	- @ 15 min.

### **MATERIALS**

Flip charts or transparencies. Screen or posting stations. Markers. Composite case 3.

### COMPOSITE CASE #3

In 1985, a group of 200 Indian farmers in Tamil Nadu state formed a producers' cooperative. In total, they own 1,000 acres of land. Ten (10) farmers own an average of 20 acres, fifty (50) farmers on an average of 10 acres while the remaining 140 farmers own an average of 2.1 acres. The objectives of the Coop were stated as: (1) to increase access to government programmes for land development; (2) to increase access to market opportunities; and (3) to increase the earnings of the Coop members. The members agreed that the Coop would adhere strictly to cooperative principles. These specify that Coop membership is based on ownership of shares in the Coop, that voting is based on "one person - one vote", that earnings of the coop will be distributed among members on the basis of amount of business done through the coop with the exception of a limited amount of earnings allocated to interest on shares, that there will be no discrimination based on religion, ethnicity, gender, or economic status. The 10 member board of directors is elected democratically at the annual general meeting. All members have the right to stand for election. The board elects its own chair. The board appoints or hires the manager who in turn hires two part-time staff.

In 1990, the Ministry of Agriculture implemented an agricultural productivity policy which consisted of production grants to farmers' Cooperatives. In 1991, the Tamil Nadu Coop applied for a grant of Rs.200,000 which it received. The government specified no criteria governing how the grant would be distributed among the farmers. The Coop appointed a four - member committee which included the coop manager and the agricultural extension agent to take applications from the members. All but a few members applied. Approximately 200 grants were made to the members in equal amounts, that is, larger farmers, medium farmers and smaller farmers received the same amount.

In 1992, the Coop applied again and received Rs.200,000. However, for this year, the committee under the influence of the extension agent and one of the larger farmers on the committee, decided that the size of each grant should be based on the amount of land held by the farmer member. This meant that each large farmer received Rs.4,000, each medium farmer received Rs.2000, and each small farmer received Rs.450. The smaller farmers protest but could not reverse the decision.

In 1993, Rs.200,000 was received by the Coop again. Because their grant was so small, many smaller farmers did not bother to apply. This meant the larger and medium farmers received even larger grants. As a result of this inequitable situation, many smaller farmers dropped out of the Coop. Nevertheless, a smaller group of them decided to remain in the Coop and to resolve the conflict of interest within the Coop.

Which conflict resolution strategy would you recommend and would you organize it.



## CHAPTER VI

### ASSESSING AND STRENGTHENING CAPACITIES OF IOs

Up to this point in the manual, the focus has been on forming and maintaining People's Organizations. In this chapter, the manual begins to focus on intermediary organizations and their capacities to work with people's organizations.

According to David Korten (1980), organizations must dynamically adjust their programmes and structures to the evolving needs of their constituency if they are to remain effective. His "Best Fit" model calls for a complementarity fit among an organization's structures, its programmes and the needs of its target constituency. Organizations which succeed in making this dynamic adjustment are designated as "Learning organizations".

In order to achieve the status of a "learning organization", an intermediary organization must possess the management capacities of planning, organizing, controlling and leading.

This chapter will focus on the following methods of assessing the capacities of an IO and methods of strengthening particular management capacities of IOs:

1. Method of Assessing IO Structural and Programme Capacities.
2. Method of Re-Structuring An IO's Programme Planning Procedures.
3. Method of Improving an IO's Staff Coordination Procedures.

Other methods of achieving management capacities within IOs will be added to this chapter. As well, the reader/learner can re-examine the controlling and leading functions treated under the Management of POs. They apply equally to management of IOs.

## TASK Q

### ASSESSING IO STRUCTURE AND FUNCTIONS

#### Rationale

If IOs are expected to enable disadvantaged groups of people to form and maintain sustainable people's organizations, it is only reasonable to expect that IOs possess the requisite capacities to achieve this complex task. The old latin nostrum is relevant here - "Nemo dabet quod non habet". The first step, then, is to assess the capacities of IOs which are engaged in this process. For this purpose an assessment method is required.

#### Objectives

To enable IO staff to assess the capacities of their own organization.

To develop skills among trainees, in methods of assessing IO capacities.

#### Methodological Guidelines

1. Some member or group within the IO must take the initiative to have the IO authaority approve an assessment procedure. A research committee should be appointed to head up the assessment.
2. The research committee must decide on which will be the source of data for the assessment. Preferably, it should be the membership of the IO.
3. The research committee can construct a structured data instrument which will be employed to collect information from the membership.
4. The research committee can decide on the method of administering the instrument. It can be self administered by the IO members, or it can be administered to individuals by an interviewer or a group interview method can be used.
5. Once the data are collected, the research committee can organize it for presentation to the IO. The report can be presented to the senior policy makers and / or to the general membership. See workgroup output below.
6. The method for follow-up planning can be the focus of a subsequent task.

#### DATA INSTRUMENT ON IO STRUCTURE AND PROGRAMMES

1. Does the constitution of the IO contain stated commitments to the following development concepts:  
(Circle the appropriate)

Focus on disadvantaged groups	Yes	No	Don't Know
Preferential option for women	Yes	No	O.K.
People's Participatory Planning	Yes	No	O.K.
Forming People's Organizations	Yes	No	O.K.
2. Does the IO's programmes actually focus on the following:

Disadvantaged groups	Yes	No	O.K.
Disadvantaged women	Yes	No	O.K.
People's Organizations	Yes	No	O.K.
3. How strong are the following capacities of the IO in working with disadvantaged groups and people's organizations:

Participatory Programme Planning	Very strong	Strong	Weak
Organizing Programme Implementation	Very strong	Strong	Weak
Participatory Programme Evaluation	Very strong	Strong	Weak
Staff Coordination and Planning	Very strong	Strong	Weak
4. Within the IO, is there any separation of decision-making authority between policy makers and managers?

Yes

No



Are there any problem with this arrangement?

5. How is decision-making authority distributed in the IO?

- ☐ Centralized with the Executive  
☐ Decentralized to organization levels/divisions.  
☐ Distributed among the general membership

Are there any problems with this arrangement?

6. How effective are the IO's communications, internally and externally?

Internally \_\_\_\_\_

Externally \_\_\_\_\_

7. Does the Leadership of the turnover regularly or it is immobile?

- ☐ Regular turnover      ☐ Immobile      ☐ Problems?.....

8. How effective is the IO in resolving internal and external conflict?

Internal Conflict .....

External Conflict .....

9. Does your IO use a transparent system of accounting for the use of organization resources?

- ☐ Yes      ☐ No      ☐ Don't know      Any Problems.....

10. Are job responsibilities of the IO staff clearly specified and staff efforts coordinated for programme effectiveness?

- ☐ Yes      ☐ No      Problems .....

11. What is the sustainability record of projects organized by your IO?

- ☐ 100% sustainable;      ☐ 50% sustainable  
☐ 25% sustainable;      ☐ None sustainable

### Training Guidelines

1. The workgroup participants can be organized as workgroups.
2. Each workgroup will select an IO as a case problem. One or more of the participants should possess directly information on the case.
3. Each workgroup can develop a set of structural and programme criteria for assessing the capacities of the case IO.
4. Each workgroup will specify the necessary research operations.
5. Each workgroup can make a summary of problems identified and to provide appropriate recommendation.

### Assessment of IO Structure and Programmes

Structural Features	Strength/Weakness	Recommendation
Authority structure	Overcentralized	Revise constitution
Transparency in Accounting	Infrequent and secret reports	External financial audit
Leadership mobility	No turnover of leaders	Reform election bye-laws
Practice of involving constituency in planning programmes	Target constituency excluded from decision-making re. planning	Re-structure planning procedures with the IO
Separation of authority between policy makers and senior managers	Policy making and management dominated by IO CEO	Re-define positions of policy makers and managers
Sustainability of IO programmes over 10 years	Only 25% of the IO's programmes have sustained themselves.	Increase level of planning by the target constituency
Programme evaluation procedures	Failure to detect implementation problems	Training of IO staff in programme monitoring
Staff Coordination	Staff roles unclearly defined and conflicting	Work planning session within the organization

### Timeframe

Facilitator's explanation	30 min.
Workgroups exercises	60 min.
Plenary presentations	15 min. @ workgroup

### Materials

Newsprint or transparencies. markers, posting locations.



## TASK R

# REFORMING IO STRUCTURES

### Rationale

A basic assumption of this manual is that IOs must possess particular capacities if they are to be involved in developing complementary capacities of POs. The old latin saying is appropriate here - "Nemo dabet quod non habet". It is also assumed that organizations including IOs can initiate, plan and implement structural and functional changes from within.

### Objectives

- To increase among IOs skills in methods of reforming their own structures for effectiveness.
- To increase among trainees skills in methods of enabling IOs to achieve structural reform.

### Field Guidelines

1. The first step in initiating reform within an organization is the legitimizing of the change initiative with the senior decision-making body of the organization.

This can be achieved in the following manner:

- A middle level management staff person takes note of the fact that many of the projects implemented by the IO have not survived. On the basis of this observation, s/he first conducts a preliminary appraisal of the situation. Secondly, s/he examines the files on each project. Thirdly, s/he interviews some IO staff who were involved in planning and implementing the projects. Finally, s/he interviews several key informants in the communities where the projects were implemented.
  - Let us assume that the preliminary information shows that less than 10 percent of the projects have survived over the 10 year period.
  - The IO change agent brings this information to the attention of senior decision-makers informally at first. Then s/he writes and presents a report to the senior decision-making body and recommends that a more thorough study of the problem be conducted by an internal committee.
  - Let us assume that the senior decision-makers agree that a research project should be carried out. It appoints a research committee for this purpose.
2. The next major step is for the research committee to organize the research design and process. This can take the following form:
    - The research committee can implement a rapid appraisal survey and through it identify the target beneficiaries of the projects in questions. The preliminary data should show the level of failure and some possible reasons for the failure.
    - The research committee can then organize some of the project beneficiaries for analysis of the failed as well as successful projects. Analysis can focus on the causes of the failure and reasons for success. The study groups can be requested to help with the conduct of a more systematic investigation.
    - The research committee can then construct a data collection instrument which will be administered to a sample of beneficiaries.
  3. The next step is to conduct the research and prepare a report on the findings. During the conduct of the research, the committee should inform institutions and influentials who may be interested in the welfare of the beneficiaries regarding the research project.
  4. The next step is for the research committee to present the report to the senior decision making body for consideration and action. However, before making the presentation, the committee should do the following:
    - release information beforehand on the findings to sympathetic members of the decision-making body so that they will be prepared to respond positively.
    - practice the method of presenting the findings to the decision-makers.
    - prepare some proposed courses of action which the decision makers can consider.

5. During the presentation to the decision-makers, the research committee should adhere to the following:
  - the data on the non-sustainability of the projects should be presented first since this is what precipitated the research.
  - the data on the causes of non-sustainability should be presented next followed by data on associated problems.
  - the presenters should answer all question for which they have data. Where they have no data, they should acknowledge this.
  - the presenters should not become involved in arguments with decision makers who are obviously opposed to change.
  - the research team should keep the focus of discussion on possible solutions for the problem.
6. Let us assume that the senior decision-makers approve constructive action to resolve the problem of non-sustainability. The solution might be a training programme for field staff in participatory planning methods.

### Training Guidelines

1. Workshop participants can be organized in workgroups.
2. Each workgroup can choose a known organization as a case study.
3. For each organization, workgroups can identify a structural problem which is interfering with the effective performance of the organization.
4. Each workgroup can develop a change strategy to solve the problem. The strategy should suggest a sequence of activities which can be planned and implemented by the IO staff.

### Work Group Output

Work group output should specify the following dimensions of the change strategy:

1. The organization problem to be solved.
2. The change objective.
3. The sequence of activities required to solve the problem.
4. The pros and cons of particular change activities, e.g., releasing information selectively to sympathetic decision makers before presentation of the official report.

### Time Frame

Facilitator's explanation	20 mins.
Work group exercises	60 mins.
Plenary presentations	15 mins. @ workgroup

### Materials

Newsprint, markers, posting locations, writing tables.



## TASK 5

# A TRAINING PROGRAMME IN PARTICIPATORY METHODS

### Rationale

When organization decision makers agree to implementing structural reform for greater effectiveness, the task now becomes one of developing a solution for the problem at hand. Hopefully, the decision-makers will give sufficient freedom to those responsible for selecting the solution and planning it. As well, we must acknowledge that the creation of skills at the operational levels of the organization will call for training of the staff operating at that level. The alternative to training would be learning by doing which would require a fair amount of hands on supervision of operation staff. For instance, the planning and implementing of projects would have to be supervised and monitored to ensure adherence to correct methodology.

### Objectives

To develop capabilities of IO project staff in methods of people's participatory planning and people's organization.  
To increase among trainers skills in training staff in methods of PPP and POs.

### Field Guidelines

1. The IO Board should establish a training unit with responsibility for organizing and implementing a training programme for IO project staff. The Training Unit should include members of the senior and middle level management staff.
2. The training unit should obtain the services of an advisor or consultant on training methods related to the subject in question.
3. The training unit can conduct a preliminary appraisal of the training needs of the project staff. This can be achieved by reviewing the report of the Research Committee, by interviewing selected project staff, and by consulting with selected members of the target constituency.
4. For a more in-depth analysis, the training unit should organize project staff to obtain their insights with respect to problems encountered in mobilizing people for project participation. Discussions should focus on problems experienced in assisting disadvantaged groups to define relevant problems, to choose priority and manageable problems, to form objectives and expected outcomes, to design action plans and to implement monitoring and evaluation criteria.
5. When sufficient time has been allocated to general study, the participants should be asked to rank the problems encountered according to significance. The next step is to conduct an analysis of each of the more significant problems. This will involve identifying the negative forces (including lack of skills) which will prevent solution of the problem. These forces be can ranked according to manageability. Presumably the first negative force to be overcome will be "lack of skills". It will also be useful to rank the positive forces which will facilitate solution of the problem in question. This method is called force field analysis. It appears in other parts of this manual.
6. On the basis of the manageable forces chosen for action, training objectives can be formulated. The training objectives should specify the skill or skills to be acquired, the level of achievement, the timeframe and the learners.
7. The training unit can develop the training schedule. A schedule specifies timing, content, training method and responsible agent. Actually, the schedule can extend over a 10 day period. It can detail the daily sessions with content and method.
8. When the workshop plan or schedule is completed, provisions for implementation must be attended to. This will involve:
  - hiring or acquiring training expertise.

- arranging for training facilities.
  - recruitment and selection of trainees.
  - provision for budget.
9. It will be useful for the training unit to do a feasibility assessment of its overall training plan. This will involve addressing to the plan questions regarding the adequacy of:
    - available training expertise.
    - time allotted.
    - available finances.
    - predisposition of candidates.
    - other necessary resources.
  10. The training unit should also establish a monitoring system. This can involve the appointment of one or more persons not engaged in the training to a monitoring unit. Basically, the monitoring unit must observe two features of the training programme as it is being implemented. First, are the planned activities of the training schedule being implemented as planned. Secondly, are the outcomes expected from each activity being realized. If deficiencies appear either in implementation or outcome, the monitoring unit must report to the training unit or to the designated authority for follow-up action.
  11. Upon completion of the training, the training unit should conduct a terminal evaluation of training outcomes. Outcomes can be determined in relation to baselines established at the beginning of the course. For instance, if the training team determines as the pre-training phases that participants possess no knowledge of the techniques used in conducting a rapid appraisal, this can be considered as a baseline measure of the skill in question. If at the post training phase, participants indicate knowledge of these skills, it can be concluded that they acquired these skills during the training sessions. This constitutes terminal evaluation in its most simple form.

## Training Guidelines

In the case of training trainers of IO project workers, the trainers will have to practice the procedures necessary to plan and conduct training courses. Guidelines for this purpose will probably parallel the field guidelines to some extent. Nevertheless, it will be useful to review some of the relevant methods. These will include:

- a) organizing participants in workgroups for practice purposes.
- b) selecting trainee candidates from the constituency.
- c) formulating training objectives.
- d) designing training schedule.
- e) organizing implementation of the plan.
- f) designing monitoring and evaluation methods.



# TRAINING SCHEDULE

## Day 1. Methods of Assessing Constituency Training Needs

Sessions	Content	Method	Resources
9.00 - 10.30	Construct Appraisal method Plenary Report	Workgroup Exercise and	Workshop Facilitator
11.00 - 12.30	Design Survey Action Plan	Workshop Exercise	Facilitator
2.30 - 4.00	Design Method of Data Collection	Planning Group led by Facilitator	Flip Chart & Facilitator
4.30 - 6.00	Identify Selection Criteria	Workshop Exercises	Statistical Advisor
7.30 - 9.00	Workshop Monitoring	Daily Management Team	Flip chart and markers

### Time Frame

Facilitator Input	15 min.
Workgroup Exercises	60 min.
Plenary Session	15 min. @ workshop

### Resources

Newsprint, markers, manual, and stand.

## TASK T

# STAFF COORDINATION WITHIN AN IO

### Rationale

One of the four management functions required within an organization is the coordination of staff effort. The effective implementation of a programme plan depends on effective performance of staff. Effective staff performance depends on clear specification of responsibilities for individuals and groups within the organization. This in turn requires work planning for individuals and groups or committees. Work planning within the organization enables an organization to prioritise its functions. When accomplished on a collegial basis, it results in mutual awareness and co-ordination of staff functions.

### Objectives

To enable an IO to achieve coordination of staff performance for organizational effectiveness.

To develop among trainees skills in methods of enabling organizations to achieve co-ordination of staff for IO effectiveness.

### Management Guidelines

Work planning and specification can become highly technical and detailed. Too many details, however, can lead to lack of focus and difficulties of prioritization. For the purposes of this manual, we will try to keep the work planning guidelines simple and practical.

1. As the first step in work planning, it is necessary to clearly identify the programmes which the organization is implementing or intends to implement.
2. Once programmes are identified, it will be necessary to consider each one in terms of its essential elements. These can include the following:
  - constituent parts or performance areas.
  - activities necessary to implement the performance areas. Activities should be described in terms of the action to be carried out, the sequence of the activities, the person(s) responsible, the expected outcome, the timeframe, and target group participation in the activity if this is relevant.
3. A programme may be simple or complex. If it is complex, it will include several constituent parts or performance areas. For instance, a literacy programme may include several performance areas: (1) training of the literacy instructors; (2) the instructional programme; and (3) a follow-up library reading programme. Similarly, a micro-enterprise development programme may include the following parts: (1) training of potential entrepreneurs in micro-enterprise analysis; (2) organization of the entrepreneurs for project planning and implementation; and (3) programme support for existing enterprises. Finally, a people's organization programme might involve the following performance areas: (a) mobilizing disadvantaged peoples for social analysis and selection of manageable problems; (b) forming people's organization; and (c) strengthening the management capacities of new organizations.
4. As noted previously, performance areas can be specified in terms of the activities to be carried out. These can be arranged in chronological sequence. For instance, the training of literacy instructors can include recruitment and selection, planning the curriculum, arranging necessary resources and actual instruction. The organization of micro-entrepreneurs may involve selection of entrepreneurs, organization of the enterprise, obtaining input resources, and organizing the market function. It will not be useful to over-specify the number of activities.
5. For each activity, it will be necessary to identify the persons or groups who will be responsible for implementing the activity. These are referred to as agents. Some persons and groups can be responsible for several activities.
6. Once the responsible agents are selected, a timeframe should be set for implementing each activity. The timeframe may be a specific date or a timespan.
7. The description of each activity should include some specification of the expected outcome. Without becoming too technical, it will be sufficient to identify observable indicators of the expected activity outcome. For the literacy instructor training activity, it will be sufficient to identify the number of trainees produced.
8. One final consideration in the organization of an activity is the level of target group participation in the activity. The agent responsible for the activity must ensure the desirable level of target group participation.



9. This type of action plan analysis of an organization's programmes can contribute to the development of workplans for individuals, committees and the organization as a whole. Because some staff will be involved in several programmes, their workplans should reflect this greater responsibility. Again, it should be emphasized that too many details should be avoided. It is even possible that the present guidelines will result in over-specification.
10. To achieve a coordinated workplan for the organization as a whole, it will be necessary for staff to develop workplans on a collegial basis for a given period of time, e.g., six months. This sharing will provide the occasion for identifying gaps and overlaps in staff workplans.

### Training Guidelines for Work Planning Skills

1. For the purpose of practising work planning skills, the workshop participants can be organized in workgroups.
2. Each workgroup can choose a case-study organization for practice purposes.
3. The workgroups can identify the programmes of the organization, specify the performance areas, and identify the necessary activities.
4. The identified activities can then be described in terms of responsible persons, timeframe, outcome expected, etc.
5. From this review, each persons or group (committee) can derive its own workplan. Integrated work planning can be achieved through sharing of work plan information.

### Time frame

Facilitator's explanation	20 min.
Workshop exercises	60 min.
Plenary reports	15 min. @ workgroup

### Materials

Tables, newsprint, markers, etc.

### Workgroup Output (Illustration)

#### *Work Plan of Micro-Enterprise Promoter, E. Mamba*

*Jan 1 - May 31, 1995 (100 work days)*

#### **MICRO-ENTERPRISE DEVELOPMENT PROGRAMME**

Performance Areas	Activities	Timeframe	Outcome
Training Courses (3)	Recruitment Selection, Curriculum, design, Instruction	30 days	60 instructors
Forming the Enterprise	Study alternatives Draft regulations Arrange capital Study market	40 days	3 enterprises
Advising Existing Enterprises	Consultations (3) Travel	20 days	Consultation reports
Policy and planning meetings	One per month	4 days	Minutes
Micro-enterprise conference	Presentation Discussion groups	6 days	Conference proceedings

## FORMATION OF SELF MANAGED GROUPS

S.P. Doss

### Community Organisation

Community Organisation is a process by which the community identifies its needs, prioritise these needs, develops the confidence and to work at these needs, finds the resources (internal or external) to deal with these needs, takes action in respect of them and in so doing extends and develops cooperative and collaborative attitudes and practices in the community.

### Principles of Community Organisation

1. Promotion of all sided development of the village community including its economic, political, social, cultural and ethical areas of development.
2. Development of a spirit of community life among the people by promoting cooperation and mutual sharing among themselves.
3. Making the village, self sufficient in fulfilling the primary needs of life, such as food, clothing and shelter.
4. Development of an attitude of self reliance in the individual and initiative in the community, so that the people may become able to manage and run their affairs themselves and succeed in making the village, self governing units of the larger national democracy. In essence, on the basis of above principles of community organisation is planned as a programme to provide opportunities to each one in the community for allround development through the process of self help.

### Basic qualities Required Among Members

Strong determination

Hard work

Spirit of service

Honesty

Cooperation

Community action

### Approaches to Community Organisation

An approach is an overall way of organising a certain process or activity. Each approach has a number of methods which are infact details of the way of working. Techniques are further details of skills of working a certain method.

#### 1. Specific Activity

The specific activity approach in which an individual an agency or an organisation becomes concerned about some needed reform in the community and launches a programme secure this reform.

#### 2. General Field

The general field approach in which a group or association of groups whose objective is the coordination and orderly development of services in a particular area of interest, seeks to coordinate existing services, to extend present services and initiate new services to meet individual and group needs in the community. The aim is not a single reform but a more general objective of effective planning and operation of a special group of services in the community.



### **3. Educational Process**

The educational process approach in which the objective is initiation and nourishment of a process in which all the people of a community are involved in identifying and taking action in respect to their own problems. The emphasis is on cooperative and collaborative work among the various groups in the community (be it functional or geographical) to the end that they may develop capacity to work together in dealing with problems which arise in the community.

#### **The major outcomes of the different approaches in community organisation.**

##### **Specific Activity Approach**

1. Release of energy
2. Sense of satisfaction in achieving a goal.
3. Development of a capacity to understand problems and resources available.
4. Creation of confidence and initiative in the community.
5. Development of democratic leadership.
6. Might act as a motivating factor for that section of the community which is not participating in the specific activity. (It should be remembered that this approach might also antagonise some people in the community.

##### **General Field Approach**

In addition to those outcomes listed above, this approach may be expected to result in the following also.

1. Better organisation of various associations in the community.
2. Better coordination of the activities of groups and Associations.

##### **Educational Process Approach**

1. Creating a sense of dignity of man.
2. Understanding the value of self help.
3. Producing a better community feeling.
4. Acquiring additional knowledge and useful information.
5. Building of enducing abilities to solve their own problems through cooperative action.
6. Cultivation of liberal attitudes.

#### **Condition which seem closely associated with success in community organisation.**

1. A clear understanding of the needs on the part of the community and a firm determination to work for them along with the willingness to pool its resources and to accept responsibilities.
2. Effective and timely help from agencies working with the community in matters of technical knowledge and financial assistance.
3. Co-operative and collaborative attitude among the people and with outside agencies.
4. Recognised and enlightened existing leadership and development of democratic leadership.
5. Homogeneity of the community.
6. Level of education and understanding.
7. Civic Harmony.
8. Urge and initiative of the people.
9. Objectivity, personality, out look, attitude and resourcefulness of the organiser.

## **Roles of Development Workers in Forming Successful Community Organisation Model**

1. To study the existing socio-economic and political condition of the village.
2. To motivate the target group to form community organisation models.
3. To assist in establishing the organisation structure.
4. To guide the newly elected office bearers in their duties.
5. To guide the members in taking up practical and worthwhile programme.
6. To guide members on how organisation activities can be funded by raising resources from within the village.
7. To guide members on how the funds should be properly used and protected.
8. To ensure that organisation meetings are conducted regularly.
9. To participate in the organisation meetings and facilitate smooth conducting of meeting.
10. To ensure that every member of the organisation has a responsibility to fulfill in the programme of work.
11. To encourage members to strive for higher responsibilities.
12. To identify and keep note of the most dedicated, honest, members in the organisation.
13. To help maintain a system of adequate records, reports and accounts.
14. To provide advises/counselling to members at times of problem and conflict.
15. To promote team work and the spirit of co-operation.
16. To make sure that organisation functions are carefully planned and carried out.
17. To inform the members about the development schemes, current issues related to the organisation objective.
18. To organise suitable human resources development programme.
19. To send regular reports about the activities of the organisation.
20. To assess the success/failures of the organisation regularly and suggest remedial follow up measures.

## **Check List for a Successful/Well Managed Community Organisation Model**

1. Are the office-bearers elected democratically?
2. Do members meet frequently to plan work?
3. Does the organisation have an Annual Action plan formulated by the members? How much of last year's programme was completed?
4. Have responsibilities for various programmes in the current action plan been assigned to an individual or a group from amongst the members.
5. Does the organisation have a written budget based primarily on the programme of works? Does it have a plan for raising the required fund?
6. Has the club properly safe guarded the expenditure of its funds ie. funds are not being spent for wrong purpose?
7. Do a high percentage of members get experience in the work of the organisation and do they have definite responsibilities that contributes its success or failure?
8. Has a satisfactory system of organisation records and reports been developed?
9. Is atleast one planned meeting held each month? Is the programme for each organisation meeting communicated to members in advance? Is accepted parliamentary procedure followed.



10. What percentage of members attend meeting regularly?
11. Have the organisation leaders developed second line of leadership?
12. Does the organisation have a written by law or constitution?

### **Why Community Organisation Fails/Disintegrates**

1. Insufficient time, thought and study in preparing the programme.
2. Starting the programmes too late in the year.
3. Poorly selected programme and lack of challenge.
4. Indefinite and impractical goals.
5. Ways and means not properly developed.
6. Poor committee organisation and work.
7. Inadequate financing.
8. Lack of balance in selection of programmes - not enough variety - too many items of the same type.
9. Lack of followup of various programmes.
10. Internal misunderstanding/petty quarrels.
11. Corruption in finance.
12. Local opposition.
13. Impractical treatment of members because of caste, class religion, education etc..
14. Failure to develop second line leadership.
15. Lack of rules and regulations/construction
16. Misguidance by outsiders/Falls commitments
17. Interference of political parties,
18. Poor irresponsible leaders.
19. Migration of important key leaders
20. Mis behaviour/bad conduct of members.

### **Steps in Organising People**

#### **Step - 1**

Decide upon an activity which appeals to majority of the people of the village, in particular to the target group (may be youths, women, farmers, or specific economic groups). This could be in the forms of sports, cultural programme, income generating activity, common village needs etc.

#### **Step-2**

To stage such activity/activities after having a discussion with other villagers, local leaders, elders to get their support and guidance. Together decide upon what item should be under taken.

#### **Step-3**

Give wide publicity to this event in your village and call for a meeting of the target population. Also invite some elders, important local leaders.

#### **Step-4**

Explain to them your intentions and try to get their maximum support in the initial stages, the support and cooperation may not be forth coming, do not lose heart.

#### **Step-5**

Eventhough your group may be small, you (development worker) should continue with your programme. You must perform your responsibilities efficiently so that you gain confidence in yourself and earn the trust of the people.

#### **Step-6**

Having your good intentions and capacity to organise activity which is of importance to all, call a meeting of active target groups and some adult advisors. Before this meeting, an idea about possible future programmes should be given to them. Give them some time to think and clarify their questions, if any. Also thank them and appreciate their interest and dedication.

#### **Step-7**

To start with the willing members, should be effectively oriented about the philosophy, objectives and activities of the forum. This would help them to avoid unnecessary expectations and also to direct their energy and potentials in positive direction followed by this orientation, members should pledge to the organisation their responsibilities and loyalties.

#### **Step-8**

Start an enrolment drive. Ensure that you do not leave out any 'target' group individuals because of caste, class, religion, education. Each member should contact 4-5 individuals and motivate them to join the organisation. Only honest, sincere and hard working persons should be brought in. Informally the leadership starts taking place.

#### **Step-9**

Imparting suitable training on Roles of Community Organisation model in rural Development, personality development, leadership etc. This would enable the members to get further clarity on activities and responsibilities. We have to also promote a sense mental maturity among the members about the needs and importance of election so that the organisation would not disintegrate because of election.

#### **Step-10**

Once the forum is organised formally and enough members are enrolled, there is a need for electing office bearers and club leaders for systematic functioning of the club. It must be noted that members need about a week to decide who should be the right person for holding different positions before going in for elections. This is an important task and much care must be taken by the members that only genuine, dedicated and hard working person should.

#### **Step-11**

Frame a constitution/memorandum of association of the organisation. This must be discussed and made known to every members of the club so that they have a clear understanding of the objectives, roles and responsibilities.

#### **Step-12**

Plan of action. The club should start its activities and become functional. To enable the organisation to take advantage of development schemes of Government it should also get itself registered under the societies registration Act.



## MAIN PHASES IN GROUP ORGANISATION

The Organisation of a group has at least three phases: (Here the example is given as a women's group, but it is applicable to all other groups too)

### 1. Preparatory phase

The group organiser prepares herself, approaches members individually and helps them to understand the need for organisation. The initial meetings take place, in which the members and the organiser find ways to relate with each other as group members, talk about frequently and timing of the meetings, starting activity, etc. Much of the effort goes in breaking the initial resistance of women to become part of group and evolve a focus for themselves.

**The Organiser plays primarily the roles of a friend, motivator and learner.**

### 2. Settling down phase

The phase depends on the success of the first phase. Many clues from the first phase need to be used in this phase, such as, which areas women would like to work on, in which ways they need to be prepared for that, what supports are needed, etc. The group takes smaller activities first and tries to learn from its experience. Evaluation by the organiser and members of the group will be helpful in this phase.

New activities for the group are planned, skills and information needed for the same are obtained and resources identified and acquired sustaining the women's interest in the group and developing interpersonal relationships between members become important. The main roles of the organiser are informer, facilitator, interpreter and confronter.

### 3. Stabilisation Phase

In this phase, there is more solidarity and confidence among the group members. The Organiser prepares shared leadership to support her and the group. Along with ongoing activities, the group develops its own distinctive identity and a vision of its present and future work. The group has a structure and the pattern of work and responsibilities are stabilised. The Organiser's roles are educator, trainer and enabler.

## STEPS IN GROUP FORMATION

Consider the following steps in the process of organising women.

1. First reflect on your own experiences as a woman.
2. Share those experiences with other women, in natural encounters and meetings, to open them up.
3. Discuss explicitly the similarity between your experiences and those of other women.
4. Repeat such discussions often and let them take place either in your presence or in your absence.
5. Get these women together to talk about the same subject in an informal atmosphere. They should not feel they have been brought together but that they have come together. Prepare them individually for this first meeting. The first meeting of the group might consist of as small a number as three or four women. By this time the individuals in this meeting will have talked about their problems and experiences with you.
6. After such an experience the women will talk more freely with each other outside the group also. You can help such communication on an interpersonal level and bring it in the group level. It will help to bring the women closer.
7. Women who were part of the first meeting will talk about it to those who were not there. You should ask them to do so if you think that only you are propagating the idea of a group. This will spread the idea and more members will join the group and the members will feel that they are organising it. Thus the role of the organiser will be shared by the women themselves right from the beginning.

## WHEN CAN YOU SAY A GROUP IS FORMED?

*In order to monitor the formation of a group, the organiser can keep several indications in view. Some of these indicators are:*

- a) A constant membership of not less than 10 women
- b) Common understanding among members about why they have come together.
- c) Common understanding about who are the members.
- d) Initiative in regular attending meetings.
- e) High and shared participation in the meetings.
- f) Free and open communication and feedback among members
- g) Consensus in decision making
- h) Realisation for a structure of the group
- i) Action on group decisions
- j) Ongoing activity in the group
- k) Shared leadership in the group

## Roles of a Group Organisator

*From the foregoing presentation several roles of a group organisator emerge. They are as follows:*

1. **Motivator** : Encouraging women to recognise the need to come together and act collectively.
2. **Friend** : Establishing personal relationships with women and becoming a friend.
3. **Educator** : Giving non-formal education to women in the course of individual contacts and group meetings.
4. **Learner** : Being a humble and sincere student
5. **Informer** : Providing relevant information to women individually and as a group.
6. **Facilitator** : Encouraging women to express themselves, communicate with each other and take decisions.
7. **Interpreter** : Analysing information and experiences: helping women reflect.
8. **Confronter** : Asking difficult questions, challenging opinions and prejudices, and helping them confront reality.
9. **Enabler** : Supporting the women to become independent group.
10. **Trainer** : Imparting skills to women in the group.

In all these roles, the organisator acts as a model. It is her personal example and behaviour that is most critical. However, different phases in the formation of a group, the organiser will play different roles.



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*There are few more manuals in the making on different subjects. Those who are interested can write to:*

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## **A NOTE**

Alexander MacDonald, popularly called as 'Mac' is the former Director of Coady International Institute, Nova Scotia, Canada. Owing to health reason, he had to relinquish the post. He currently holds up the responsibility of Director, overseas programmes in the same C.I.I. He has been in the field of training and consultancy services for over 25 years. He is well known for his contributions to the government-sponsored programmes in various countries.

S. Prabahara Doss, popularly knows as S.P. Doss and affectionately called 'Doss', the Senior Training Officer and incharge of Communications centre and Publication in RUSHA department of Christian Medical College and Hospital, Vellore, South India for 14 years. He has been involved with training, consultancy and evaluation services for both national and international partners for over 20 years. He is currently with the Catholic Hospital Association of India, Secunderabad, India as Consultant Training Officer, heading the training and media wings of CHAI.



This training manual is specially designed to be used in the workshop 'Forming and Maintaining People's Organizations', by the participants as a companion and to be used as the ready reference after the workshop in the absence of resource persons to clarify doubts and to train others.

The next aspect of this manual is, for the people with less experience in this subject, this manual could be used for self directed learning. Since this training manual has got ample exercises and examples to substantiate, it is very easy to be used for meaningful self learning.